

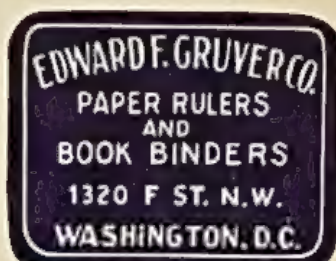
REPORT  
of the  
BOARD  
of  
EDUCATION  
of the  
DISTRICT  
of  
COLUMBIA

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1926-1930



OFFICE OF THE STATISTICIAN  
Public Schools of the District of Columbia



1756

REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE  
DISTRICT OF COLUMBIA

1925-26



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1926



REPORT

OF THE

BOARD OF EDUCATION

OF THE

DISTRICT OF COLUMBIA

1952-53



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1952



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## LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

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The accompanying report prepared by the superintendent of schools, at the direction of the Board of Education, outlines the salient features of a highly successful school year. This gratifying situation is the logical outcome of recent legislation providing new buildings and equipment and for reasonably adequate salaries. The result is shown in an improved personnel, more efficient administration, and higher educational usefulness to the community. A careful study of the details of this report will repay the reader.

At no time have the people of Washington manifested a greater interest in the schools than at present. This has found expression in the fullest cooperation with the Board of Education of the many organized civic and parent-teacher groups by constructive suggestions touching the many phases of school administration. The board has benefited in its endeavors to be responsive to this intelligent public opinion. One of the foremost helpful agencies has been the cooperation of the local press.

During the year the membership of the board sustained a loss in the resignation of Mr. James T. Lloyd, formerly its president. The vacancy was filled by the appointment of Mr. Charles F. Carusi, who later was named as his own successor. Mr. Henry Gilligan received an appointment to succeed Mr. Ernest Greenwood, for three years the board's vice president; Mrs. Mary A. McNeill became the successor of Mrs. Coralie F. Cook, who had declined a reappointment.

Mrs. Cook is deserving of special reference. When she voluntarily relinquished her direct relationship with the schools, she concluded 12 years of continuous duty on the board. The annals of the public schools show that but one person in a like capacity exceeded this period. But Mrs. Cook's contribution to public education consists not so much in the length of time as in the quality of the service rendered. To the councils of the board faithfully attended, she brought high ideals, constructive suggestions, keen vision, sound judgment, and deep sympathy. Her withdrawal is a loss to the school system.



It is proper to note that June 30, 1926, marked the close of six years of continuous service of our superintendent of schools, Dr. Frank W. Ballou, during which period in administering the public schools with increasing efficiency he has greatly endeared himself to the community. The recent Board of Education left for its successor the agreeable privilege of unanimously electing Doctor Ballou to remain at the head of the school system for the statutory period of three years.

On behalf of my associates on the Board of Education, I desire to express appreciation to the District Commissioners and their official staff for their staunch advocacy of school measures, to the Bureau of the Budget and the committees of Congress. This commendation is likewise extended to the faithful teachers and officers of the school system.

E. C. GRAHAM, *President.*



## SCHOOL CALENDAR

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- 1926 Schools open (beginning of the first half year): Monday, September 20.  
Thanksgiving holiday: Thursday and Friday, November 25 and 26.  
Christmas holiday: Friday, December 24, 1926, to Saturday, January 1, 1927, both inclusive.
- 1927 End of first half year: Monday, January 31.  
Beginning of second half year: Tuesday, February 1.  
Washington's Birthday: Tuesday, February 22.  
Easter holiday: Friday, April 15, to Friday, April 22, both inclusive.  
Memorial Day: Monday, May 30.  
Schools close (end of second half year): Wednesday, June 22.  
Schools open: September 19.
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## DIRECTORY OF BOARD OF EDUCATION

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1925-26

### OFFICERS OF THE BOARD

MR. E. C. GRAHAM, *President*  
MR. ERNEST GREENWOOD, *Vice President*  
HARRY O. HINE, *Secretary*  
FRANK W. BALLOU, *Superintendent of Schools*

Mr. Charles F. Carusi <sup>1</sup>	818 Thirteenth Street NW.
Mr. Ernest Greenwood	327 Mills Building
Mrs. Coralie F. Cook	341 Bryant Street NW.
Mr. E. C. Graham	1330 New York Avenue NW.
Mrs. William H. Herron	Florence Courts
Rev. F. I. A. Bennett	651 Eleventh Street NE.
Dr. H. Barrett Learned	2123 Bancroft Place NW.
Mrs. Howard L. Hodgkins	1821 Kalorama Road NW.
Dr. J. Hayden Johnson	1842 Vermont Avenue NW.

1926-27

TERM EXPIRES JUNE 30, 1927

Mr. E. C. Graham.	Mrs. William H. Herron.
Rev. F. I. A. Bennett.	

TERM EXPIRES JUNE 30, 1928

Dr. H. Barrett Learned.	Mrs. Howard L. Hodgkins.
Dr. J. Hayden Johnson.	

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<sup>1</sup> Vice James T. Lloyd, resigned Oct. 21, 1925.



## REPORT OF THE BOARD OF EDUCATION

TERM EXPIRES JUNE 30, 1929

Mr. Charles F. Carusi.

Mrs. William C. McNeill.

Mr. Henry Gilligan.

## OFFICERS OF THE BOARD

Mr. E. C. GRAHAM, *President*Mr. CHARLES F. CARUSI, *Vice President*HARRY O. HINE, *Secretary*FRANK W. BALLOU, *Superintendent of Schools*

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin administration building, Thirteenth and K Streets NW.



## REPORT OF THE SUPERINTENDENT OF SCHOOLS

---

*To the Board of Education of the District of Columbia:*

LADIES AND GENTLEMEN : I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1925-26, ending June 30, 1926.

The superintendent's annual report has been prepared for the purpose of placing its contents before the Board of Education, the citizens of the District of Columbia, District officials, and national officers, who are concerned with public education in the Nation's Capital.

Naturally the superintendent's report can not deal with every phase of the public-school system. This report deals with some of the more important achievements during the past school year which make for educational progress. The report particularly covers in some detail the present conditions and the immediate future of the five-year school building program.

Section I, entitled "The log book of the school year 1925-26," covers a description of some of the more important projects which have occupied the attention of the school officials and the Board of Education during the school year 1925-26.

Section II, on "Appointments, promotions, and retirements of school officials," is a record of completion of public service on the part of some, and the appointment of others, who during the past school year have taken up the professional responsibilities laid down by their predecessors.

Section III is entitled "Putting the five-year school building program act into effect." This section, as heretofore, treats of that subject which in the judgment of the superintendent is of most outstanding importance. No phase of our school system is of more immediate importance than the school-building program.

Section IV, on "The new teachers' retirement law," gives an account of the passage of a law amending "The teachers' retirement act." The passage of this law marks another step in the progress which is taking place looking toward the improvement of the teaching profession in the District of Columbia.

Section V, on "The work of the boards of examiners," is a detailed statistical account of the number of persons who took the various examinations to qualify for teaching positions and for elementary school principals during the past year and the number of persons who passed such examinations. The value and importance of the work of the boards of examiners in the progressive development of the school system can not be overestimated.

Section VI, on "Educational research in the District of Columbia," contains valuable information for those interested in the scientific examination of school children and the efforts that are being made better to adapt the school system to the varying needs, capacities, and interests of public-school children.

Section VII contains the reports of the assistant superintendents of schools. These reports deal with some of the educational problems which confront these officers.

June 30, 1926, marks the close of my second term as superintendent of schools. The superintendent shares with those interested in public education



in Washington the real satisfaction which he feels as a result of the achievements of the school system since July 1, 1920, when he was first elected to the position of superintendent of schools.

The educational progress achieved during the past six years has been the result of many factors, some of which are, an aroused and intelligent public opinion and public support which has increasingly made itself felt during that period; a public press which has given generously of its editorial pages and news columns in the support of every worthy educational project; and a cordial cooperation between the Board of Education, the school officials and the members of the teaching profession on the one hand and the District officials, the Bureau of the Budget, the Congress of the United States and the President of the United States on the other.

Although this report is for the school year ending June 30, 1926, I may be permitted to refer to my acceptance of the superintendency for another term of three years beginning July 1, 1926, which was so generously and unanimously accorded to me by the Board of Education on that date. On the occasion of my reelection and in my acceptance of the position for another term I said, "I take this opportunity to thank the Board of Education for the honor which it confers upon me by this action. I have felt for a long time that the board has been—

"To my faults a little blind,  
To my virtues very kind."

I appreciate your confidence and support and I promise to do as well as I can in assisting you in the operation of an efficient school system.

Especially do I desire to say to the patrons of the public schools that I appreciate the helpful cooperation which has always been given me. My six years of service in the interests of the education of your children have been the greatest years of my life and I appreciate the privilege which I have enjoyed in serving you. I am happy to continue to do so.

I want to give myself the pleasure of putting into permanent record an expression of my warm personal regards and my unqualified confidence in the integrity, loyalty, and consecrated devotion to the highest public service of the administrative and supervisory officers, the teachers, and all others associated with me in the administration of public education in Washington. They are a body of people on whom rest large responsibilities covering every detail of the organization, administration, and progressive development of a system of public education for 70,000 school children. It is a pleasure to report that they are uniformly worthy of the large public confidence thus reposed in them.

Respectfully submitted.

FRANK W. BALLOU,  
*Superintendent of Schools.*



## SECTION I. THE LOG BOOK OF THE SCHOOL YEAR 1925-26

This section of the superintendent's annual report contains a somewhat detailed account of some of the more important subjects which have occupied the attention of the school officials and the Board of Education during the school year 1925-26.

### 1. ADMINISTRATION OF COMPULSORY SCHOOL ATTENDANCE LAW

On July 1, 1925, the department of school attendance and work permits was organized, in accordance with the provisions of the teachers' salary act and the compulsory school attendance law. The staff of employees includes the director, 11 attendance officers, 6 census inspectors, and 6 file clerks. During the summer the attendance officers work with the census inspectors in taking the school census.

Certain matters relating to the enforcement of this law were called to the attention of the board by the school officers during the school year. These will be discussed in order.

#### VALID EXCUSES FOR ABSENCE

The law requires the Board of Education to define valid excuses for the absence of pupils from school. so in February, 1925, the board had stated certain valid excuses for absence. That list was amended on November 4, 1925, so as to provide the following valid excuses for absence of pupils from school:

1. Illness of the pupil, in which case a physician's certificate may be required.
2. Death in the immediate family of the pupil.
3. Exclusion by direction of health office on account of quarantine, contagious disease, or other causes.
4. Subpoena by court of competent jurisdiction.
5. Detention of the pupil by civil authorities.
6. Observance of church holy days by communicants thereof.
7. Unusual emergency.

#### EXCUSING NONEDUCABLE FROM ATTENDANCE

The compulsory school attendance law authorizes the Board of Education to excuse from school attendance pupils who are noneducable. At the meeting of October 21 the superintendent requested instructions on a policy to govern this procedure. The board asked the superintendent to submit a plan. A report was prepared and approved by the board on November 4, and is quoted below:

"At the meeting of the Board of Education held on October 21 the superintendent was requested to recommend at the next meeting of the board a procedure that might be followed in releasing pupils from school who are within the compulsory school attendance age, but who are not able to profit by school instruction.

"The superintendent has the honor to recommend the following procedure in connection with all such cases:

"(1) That all applications in such cases be referred to the director of school attendance and work permits for investigation and report.



"(2) That a written report on the investigation be submitted to the Board of Education through the superintendent covering the following points:

"(a) Results of official mental examination of pupil.

"(b) Record of school attendance and progress of pupil.

"(c) Social history of pupil.

"(d) Present status.

"(e) Recommendation of investigators.

"(3) That the superintendent be authorized to excuse the pupil from school attendance by executive order, if in his judgment the facts in the case warrant such action, subject to the approval of the Board of Education at its next meeting.

"(4) That all records and papers in such cases be filed in the office of the director of school attendance and work permits."

#### EQUIVALENTS OF PUBLIC EDUCATION

The school attendance law also provides that the board shall determine whether or not the instruction of pupils in schools outside the public school system is equivalent to that given in the public schools.

At the meeting of the board on October 21, 1925, the superintendent asked the board to define a policy as to the quantity and quality of instruction given in private and parochial schools, or privately, that "is deemed equivalent by the Board of Education to the instruction given in the public schools," as given in Article I, section 1, of the compulsory school attendance law. Reference to a special committee of three, to formulate a program of procedure, was recommended by the superintendent. The committee was appointed, including Mr. Carusi as chairman, Doctor Learned, and Reverend Bennett. The report of that committee, which was approved by the board on November 18, is quoted below:

#### "ESTABLISHMENT OF EQUIVALENCES, UNDER SECTION 1 OF THE ACT OF CONGRESS APPROVED FEBRUARY 4, 1925

"The Board of Education in compliance with the provisions of section 1 of the act of Congress approved February 4, 1925, and entitled 'An act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, and for the purposes of the above-entitled act only, formulates the following minimum equivalences by which the superintendent of schools and those acting under his authority may be guided in the initiation of prosecutions under the provisions of said act:

##### "I. PAROCHIAL AND PRIVATE SCHOOLS—AMOUNT OF INSTRUCTION

"In compliance with the provisions of this act the amount of instruction received by a pupil in a private or parochial school during any day, and in the five days of the week, and during the whole school year, shall be at least equal to the amount of instruction offered in the public day schools for the corresponding age or grade of the pupil.

##### "II. PAROCHIAL AND PRIVATE SCHOOLS—CHARACTER OF INSTRUCTION

"In compliance with the provisions of this act the character of the instruction offered in private schools or parochial schools, including the subjects taught and time allotments thereof, must be substantially the same as that offered in the public day schools for the corresponding grade or age of pupil.

"Subjects or school activities pursued in a private school or parochial school which are not offered in the public day schools shall be properly credited as equivalents of other subjects taught in the public day schools.

##### "III. PAROCHIAL AND PRIVATE SCHOOLS—QUALITY OF INSTRUCTION

"In compliance with the provisions of this act the quality of the instruction offered in private schools or parochial schools shall be determined by the educational qualifications of the teachers, which shall be not less than those required of teachers in the public schools.



"In considering the quality of instruction given in a private school or parochial school, due consideration shall be given the size of classes and the general conditions under which such instruction is carried on.

#### " IV. PRIVATE INSTRUCTION

"A child shall be deemed legally in attendance at school within the meaning of this act if he or she is receiving private instruction which coincides in duration with the annual period during which the public schools are open for pupils of like age, and provided that the number of hours of instruction or supervised study per week, under a private teacher or teachers deemed competent by the superintendent of schools shall be not less than the minimum for children of like age in the public schools: *Provided further, however,* That in case of private tutorship of a single child or small group of children, the advantage in individual instruction may be taken into consideration by the superintendent of schools as justifying a decrease in the whole number of hours of instruction: *And provided further,* That in the case of any boy or girl in lawful employment, the superintendent of schools may also take into consideration in estimating the above minimum equivalences for the purpose of this act, the character and surroundings of the occupation in question so far as these may bear upon the educational value if any thereof."

The superintendent issued this information as a circular to the principals of public schools, and also to the principals of private and parochial schools and to private instructors.

### 2. REVISION OF THE RULES AND REGULATIONS

At the meeting of the Board of Education on September 2, 1925, the superintendent informed the board that part of his time during the vacation had been spent on a proposed revision of the rules and regulations. Many new rules are needed. For example, the present rules and regulations contain nothing on junior high schools and comparatively little on the senior high schools.

Moreover, the form of the rules calls for revision. Additions to the rules have usually been made in the form of "provisos," and many of these should be incorporated into new rules.

The superintendent informed the board that, in his judgment, the most satisfactory procedure in a revision of the rules is to put the substance of the present rules into proper form, and provide new rules to cover the topics not now adequately covered.

From time to time during the school year, the committee on rules of the board presented to the board for its approval complete revision of various chapters of new rules.

On June 24, 1926, the following order was issued on the recommendation of the superintendent:

"*Ordered,* That the revised by-laws and rules of the Board of Education be printed, and that the old by-laws and rules which have not as yet been revised be continued in full force and effect until revised or rescinded."

It is the expectation that those portions of the rules which have not yet been edited and revised for publication will be prepared for the consideration of the board early in the next school year.

### 3. ESTABLISHMENT OF THE ABBOT VOCATIONAL SCHOOL

At the meeting of the Board of Education on September 16, 1925, the board approved the superintendent's recommendation that the Abbot School, at New York Avenue and Sixth Street NW., be designated as the Abbot Vocational School. Mr. W. F. Smith was appointed principal of the school.

Shortly after the organization of the school the principal issued a bulletin called "An Opportunity for Boys," indicating the purposes of the school and the



courses offered, in both day and night classes. The following is quoted from that bulletin:

"For many years the need for vocational schools has been apparent. With the gradual breaking down of the old apprenticeship system, due to rapid industrial organization, the responsibility for the training of apprentices has been shifted from the industry itself to public or private schools. Employers generally, except in the large industrial establishments, where apprentice training classes are maintained, are reluctant to employ young men without previous trade preparation because of the expense involved and the uncertainty that the boy will not seek other employment after being partially trained.

"The Abbot Vocational School has been established to meet the present-day needs of young men who expect to enter the skilled occupations.

"In organizing two-year preparatory courses in various trade subjects, three aims have been kept in mind.

"The first aim of the school is to help a boy find himself. With that purpose in mind the first semester is divided into three periods and the boy is given an opportunity to try out different courses during the first half year.

"A second aim of the school is to train young men in a specific trade. This means not only shop experience, but training in the subjects relating to the trade as well, such as drawing, blue-print reading, mathematics, English, history, geography, civics, trade science, safety, and hygiene.

"A third aim of the school is to fit the boy to go to work at his chosen trade on a profitable basis, so that when leaving school he may receive a wage for his services that will make him self-supporting."

On October 13 the superintendent issued a circular to teachers of the seventh, eighth, and ninth grades, announcing the establishment of the school and the courses pursued therein, from which the following is a quotation:

"The school will offer two-year, preparatory courses in the following trades: Painting and decorating, plumbing, printing, sheet-metal work.

"The courses include drawing, blue-print reading, English, industrial history and geography, trade science, and mathematics. The employers and trade-unions are cooperating in the work of this school so that boys who satisfactorily complete the courses are almost sure of employment as advanced apprentices.

"Principals and teachers will understand that it will be impossible to make a craftsman out of every applicant. There are many whose capacity for learning would preclude their enrollment in this school. For the present the admission requirements are 14 years of age and graduation from the seventh grade; but there may be applicants who do not have the entrance requirements whose cases deserve special consideration."

#### 4. FRATERNITIES AND SORORITIES IN HIGH SCHOOLS

During the spring of 1925 certain high-school pupils filed a suit in court to test the legality of the board's rule regarding membership of pupils in unapproved organizations in high and junior high schools.<sup>1</sup> On September 16, 1925, the board of education reaffirmed its stand on the supervision of membership of pupils in student organizations, and the following rules were approved:

"1. That after September 16, 1925, membership on the part of any junior high or high school pupil in any association, organization, club, fraternity, or sorority which has not been approved by the Board of Education upon recommendation of the superintendent of schools is forbidden.

"2. That public-school members of an association, organization, club, fraternity, or sorority which now enrolls in its membership pupils of a junior high or high school shall submit to the superintendent of schools such information as he may require regarding its constitution, by-laws, membership, eligibility requirements for membership, time and place of meetings, programs of meetings, and any other information deemed necessary by the superintendent of schools or by the Board of Education.

"3. That all associations, organizations, clubs, fraternities, or sororities which may hereafter be approved shall be placed under the official supervision of the faculties of the several junior high schools.

<sup>1</sup> Annual Report of the Board of Education of the District of Columbia, 1924-25, p. 40.



"4. Any pupil who, after September 1, 1925, joins, or by October 1, 1925, has not discontinued his membership in any association, organization, club, fraternity, or sorority which has not been approved shall thereby disqualify himself or herself—

"(a) From holding a commission or warrant in the high school cadets brigade.

"(b) From holding any position, either elective or appointive, on any school publication.

"(c) From representing his school on any team in competitive athletics, rifle matches, interscholastic debates, or dramatic performances.

"(d) From being certified as eligible to stand for election to any class office.

"(e) From holding any position in a high-school bank.

"(f) From holding any office in any organization, club, or activity which comes under the direction of the school.

"(g) From receiving any form of honors other than those awarded for scholarship attainments.

"(h) From holding any position as representative of his school.

"5. That after September 1, 1925, at the beginning of each semester or more frequently, if required, each pupil in a junior high or high school shall be required to furnish the principal of the school with a signed statement, countersigned by one of his or her parents or his or her guardian, indicating the associations, organizations, clubs, fraternity, or sorority of which he or she is a member; and further shall sign a pledge that he or she will not become a member of such an unapproved organization without previously notifying the principal of the school in which he or she is a student, or if a member of such unapproved association, organization, club, fraternity, or sorority that he or she will on or before October 1, 1925, discontinue such membership."

At its meeting on October 7, 1925, the Board of Education adopted the following additional rule.

"6. Any pupil who for any reason does not comply with the provisions of paragraph 5, shall be considered as thereby disqualifying himself or herself for those school activities specified in paragraph 4."

When the board passed these rules concerning organizations, it also approved the form of pledge card to be used by pupils in stating their membership in clubs, as follows:

10M—2-13-23	R. 7374-23
<b>PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA</b>	
Name _____ <div style="display: flex; justify-content: space-around; font-size: small;"> <span>(Last name)</span> <span>(First name)</span> <span>(Middle name)</span> </div>	
I am a pupil in the _____ School, and belong to the following organizations, associations, clubs, fraternities, or sororities:	
NAME OF ORGANIZATION	DATE OF JOINING
<div style="border-top: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black; margin-bottom: 5px;"></div> <div style="border-top: 1px dashed black;"></div>	
Dated _____	
Certified to as correct: _____ <div style="text-align: right; font-size: small;">(Signature)</div>	
_____ <i>Parent.</i>	



## DECLARATION BY THE PUPIL

I solemnly declare upon my honor that I am not a member of any organization, association, club, fraternity or sorority except as stated on the reverse side of this card and that I will not become a member of such organization without previously notifying the principal of the school in which I am a student.

-----  
(Signature)

Witnessed by—

-----  
Teacher.

Certain fraternities and sororities sought approval under the rules of the board. On October 7, 1926, the superintendent submitted to the board the following report, recommending a procedure for the approval of fraternities and sororities. This report was adopted by the board:

"At a meeting of the Board of Education held May 6, 1925, a communication was received from the alumni representatives of the Lambda Sigma fraternity of the Central High School, expressing the desire to confer with the Board of Education as to the possibility of securing the board's approval of Lambda Sigma fraternity. Owing to the fact that the board had been sued by a group of fraternities, the board did not feel that it should enter into negotiations. The board, however, was impressed with the considerate tone of the letter and requested the superintendent to hold a conference with the representatives of this fraternity.

"Accordingly, on May 28, 1925, the superintendent and first assistant superintendents held a conference with the following representatives of Lambda Sigma fraternity: Mr. Edward Rheem, Mr. Sidney Kent, Mr. Robert Acorn, Mr. Allen Minnix, Mr. Shock Boteler, and Mr. S. J. McCathren. An amicable conference of several hours took place, during which conference every aspect of the fraternity matter was discussed.

"Another conference was held in the superintendent's office on October 1, 1925, at which time the same representatives were present except Mr. Rheem and Mr. McCathren, who were unable to attend. In addition to Messrs. Kramer and Wilkinson and the superintendent, the conference was attended by Mr. Graham, Doctor Learned, and Reverend Bennett, of the Board of Education, the members of the board having been given notice of this conference and invited to be present.

"At this conference the procedure heretofore followed by the superintendent in securing information as a basis for approval of organizations was reviewed. The conference lasted from 8 until 10.30. It was the purpose of this discussion to come to an understanding on the part of both parties as to how far the fraternity could or would go in complying with the rules of the Board of Education relating to approved organizations.

"The following report covers the results of those agreements. On page 29 of the report of the Board of Education for 1921-22 will be found the form of report heretofore followed by organizations applying for approval. Each one of those 19 points concerning which the superintendent sought information is listed below accompanied by a statement indicating the extent to which the Lambda Sigma fraternity can comply with the procedure which has been heretofore followed.

"'1. Name of organization.'

"The Lambda Sigma fraternity can not give up its Greek letter name and still remain a fraternity. If Lambda Sigma fraternity should be approved by the Board of Education, its members would, of course, be permitted to wear their fraternity pins. It was the opinion of the conference that some insignia should be attached to the fraternity pin in order to identify the wearer as belonging to an approved fraternity.

"'2. Purpose of organization.'



"It was the consensus of opinion that the purpose of Lambda Sigma fraternity, as stated in its constitution, would meet with approval.

"'3. Secret or nonsecret meetings.'

"The meetings of Lambda Sigma fraternity would be open to any authorized faculty member appointed to supervise the activities of this fraternity. Such a faculty supervisor need not be a member of the fraternity in order to be present at all of its meetings. There is nothing in the constitution and by-laws or in the ritual of Lambda Sigma fraternity that would be withheld from the school officials or faculty supervisor, except possibly those aspects of the ritual which are written in code.

"'4. Local or national in scope.'

"The Lambda Sigma fraternity is a chapter of a national fraternity. The local chapter, however, is entirely independent of the national organization in the conduct of its business and its representatives, therefore, are able to act for the local chapter.

"'5. Number of members in local branch.'

"The fraternity will furnish the information on this point.

"'6. Names of high-school members in local branch.'

"The names of high school members applying to Lambda Sigma fraternity will be submitted in the application for approval. It was even further suggested by the representatives of Lambda Sigma that the fraternity would be glad to submit names of prospective members of the fraternity to the principal of the Central High School and secure his approval of their election to Lambda Sigma before notifying or electing such pupils to membership. It was thought that this provision would make for closer cooperation and understanding between the fraternity and the principal of the school.

"'7. Membership limited or unlimited.'

"In general the fraternity must limit its membership to that number of boys that can be satisfactorily entertained in the homes of parents of members of the fraternity. It was further suggested that the fraternity would be glad to limit its membership to pupils of the junior and senior classes in the high school, thereby insuring a membership from among the older boys in the school and making it possible to possess more complete information regarding prospective members.

"'8. Membership obtained by application or invitation.'

"Membership in the fraternity is secured as a result of an invitation extended by the fraternity. It was agreed, however, that application for membership might be made by any pupil.

"'9. Election to membership by secret ballot, open ballot, or other method.'

"'10. Vote necessary to elect.'

"Concerning election to membership due discussion took place looking toward a method of election to membership which should minimize the disappointment which might come through failure to election to membership in the case of any boy. It was finally agreed that election of a member by the fraternity should be by open ballot with at least two-thirds of the membership voting affirmatively as the necessary number for election.

"'11. Qualifications for membership.'

"As has already been stated the Lambda Sigma fraternity agrees to elect only worthy boys from the third or fourth year class and only those boys whose election is approved by the principal of the school.

"'12. Are members required to take a pledge?

"'13. Is pledge secret or nonsecret?

"'14. If secret, does it bind members to support one another against nonmembers?'

"While a pledge is required and while it is a part of the ritual which is secret the representatives of Lambda Sigma fraternity assert that the pledge does not bind members to support one another against nonmembers. It does pledge one fraternity member to help another fraternity member, but there is nothing in the pledge which requires one fraternity member to defend another fraternity member who is guilty of wrong doing.

"'15. Does local organization maintain clubrooms? Where?

"'16. Location of meeting place.'

"The meetings of the Lambda Sigma fraternity are in the homes of parents of members of the fraternity.

"'17. Time of meeting.'

"This fraternity meets on Friday or Saturday nights, usually the latter, every other week.



"18. Is organization willing to consent to supervision by a teacher designated by the superintendent of schools?"

"The Lambda Sigma fraternity is willing to be supervised by a member of the faculty. As a method of selecting such a faculty representative, it was suggested that the fraternity submit a list of about six names of the members of the faculty, any one of which would be satisfactory to the fraternity, from which list of names the superintendent might choose.

"19. A certified copy of the constitution and by-laws."

"A constitution and by-laws of Lambda Sigma fraternity was presented to the superintendent in 1921 and will be presented again for consideration of the superintendent.

"In the course of the conference it was pointed out that Lambda Sigma fraternity was established in the Central High School in 1897, before there was any regulation against fraternities. It was the first fraternity established in the Washington high schools. It exists only at the Central High School. The chapter at Central High School has uniformly opposed the establishment of chapters in other Washington high schools because the fraternity desired to be identified exclusively with the Central High School. Much evidence was offered to show the activities in which Lambda Sigma members have participated as a means of showing the support which Lambda Sigma fraternity has given to the Central High School.

"Up to this time the superintendent has not approved any fraternity or sorority. If it is the opinion of the Board of Education that fraternities and sororities may be approved under the rules governing approved organizations, the Superintendent is of the opinion that the Board of Education should give favorable consideration and approval to the request of Lambda Sigma fraternity for approval, when and if Lambda Sigma fraternity presents a written report applying for approval in accordance with the agreements reached in this report.

"The superintendent further advises the board that some other fraternities and sororities have made inquiry as to approval, and whatever action the board takes with respect to this report on Lambda Sigma fraternity should be taken as a precedent in dealing with other fraternities and sororities."

On the basis of the board's approval of this plan, the following fraternities and sororities have become approved organizations:

Fraternities: Delta Sigma Nu, Alpha Epsilon Chapter, McKinley; Delta Sigma Nu, Alpha Sigma Chapter, Central; Lambda Sigma, Central; Phi Alpha Epsilon, Eastern.

Sororities: Lambda Sigma Kappa, Central; Sigma Lambda, Central; Tau. Phi, Zeta Chapter, McKinley; Theta Alpha Chi, Central; Theta Sigma, Central; Zeta Delta, Western.

##### 5. GIFTS TO THE PUBLIC SCHOOLS

During the school year just closed the Board of Education received on behalf of the schools a number of valuable gifts from friends of the public-school system.

Mrs. Harry Lee Rust, of 2400 Sixteenth Street, was the donor of eight sets, containing 50 volumes each, of the *Chronicles of America*, published by the Yale University Press. One set was placed in each high school library.

Two large pictures of scenes in Belgium, presented by Miss Flora L. Hendley, and a portrait of former Superintendent A. T. Stuart, given by the secretary of the Board of Education, Mr. Harry O. Hine, were received by the board, and were placed on the walls of the board meeting room.

In connection with the establishment of the Abbot Vocational School, the Sheet Metal Contractors' Association of Washington loaned to the school the entire equipment of the Sheet Metal Workers' Trade School. The loan was for two years, with a privilege of extension of time, and amounts almost to a gift.



A gift to the schools of a set of the Chronicles of America moving pictures is described in the following extract from the Board of Education minutes of January 6, 1926:

"The board was informed by the superintendent of the receipt of 47 reels of the Chronicles of American History Series, which had been leased to the Board of Education for a period of 99 years by the Yale University Press. The name of the donor of this valuable addition to our educational equipment was for the first time made known. The benefactress is Miss Isabel H. Lenman, of 1100 Twelfth Street, Washington, D. C. The reels are being temporarily housed in the vaults of the Department of Agriculture, under the custody of Mr. Fred W. Perkins, in charge of motion pictures. The superintendent commented further as follows:

"In view of the suggestion of Mr. Brook (of the Yale University Press), and in view of the generosity of Miss Lenman in donating to the Board of Education this valuable contribution to the educational equipment of our public schools, the superintendent has the honor to recommend that the Board of Education extend to Miss Lenman a vote of its appreciation and gratitude for her benefaction in making available for the schools the Yale Chronicles which represent the product of extended historical research by competent experts in the faithful portrayal of events in American history. The teaching of history through visual instruction in our public schools will enjoy a distinct impetus through the benefaction of Miss Lenman and the cooperation of the Yale University Press Film Service."

"This recommendation was approved."

A gift of books, about 100 volumes, was accepted by the board for the Central High School library. The donor was Maj. Thomas M. Spaulding, United States Army, who presented the books as a memorial to his son, Stephen Spaulding.

A donation of material and tools was made to the Abbot Vocational School by the Master Plumbers' Association.

The Corcoran Gallery of Art loaned to the public schools 23 portraits of former Presidents of the United States, from John Adams to McKinley. These are large framed oil paintings of artistic merit, and will be appropriately placed in the school buildings named for each of the 23 Presidents included. The Corcoran Gallery of Art is not at liberty to give away any property of the gallery, so that these pictures are loaned, with the probability that the loan will not be recalled.

#### 6. IMPROVING SCHOOL SUPERVISION IN WASHINGTON

At the opening meeting of the Board of Education on September 2, 1925, the superintendent announced a plan for holding a series of meetings of supervisory officers for the purpose of considering the improvement of classroom supervision.

During the school year all teaching principals, administrative principals, principals, and assistant principals of junior high schools, senior high schools and normal schools, directors of special subjects, heads of departments in high schools, and the assistant superintendents met with the superintendent and considered the problems of supervision as follows:

1. Purpose of supervision, December 11.
2. By whom should supervision be carried on, January 11.
3. The spirit of the supervisor, February 8-March 8.
4. The qualifications of the supervisor, April 12.
5. The results to be achieved in supervision, May 11.

In preparation for each meeting, a series of articles dealing with the subject of supervision were given to 12 or 15 of the officers, every one of whom was requested to report the substance of the article. In this manner the substance



of most of the literature now available on supervision was presented for consideration. Each speaker was allowed five or six minutes.

After each meeting the papers which were presented were referred to a committee, which organized the views into a homogeneous, well-articulated statement relating to the subject of the meeting. As a result of this series of meetings, comprehensive statements on the above-mentioned topics are available for further consideration by the same body of officers during the next school year.

From this series of meetings all supervisory officers have come to a more common understanding of the purpose, methods, spirit, and results expected of classroom supervision.

## 7. PHYSICAL AND MILITARY TRAINING COURSE FOR NINTH GRADE PUPILS IN JUNIOR HIGH SCHOOLS

At the meeting of the Board of Education on October 7, 1925, the superintendent submitted a report of a committee appointed by him to outline a course of study in physical and military instruction for ninth-year pupils. This committee consisted of First Assistant Superintendents Kramer and Wilkinson, Lieut. Col. W. M. Craigie, Warrant Officer Edward York, Dr. G. H. White, Dr. E. B. Henderson, Mr. A. W. Miller, Mr. W. L. Smith, Mr. H. P. Safford, Miss Alice Deal, and Miss Mineola Kirkland. The report was approved by the board's committee on athletics and playgrounds as well as by the board. It is quoted below:

### "COURSE OF STUDY FOR NINTH GRADE JUNIOR HIGH SCHOOL IN PHYSICAL AND MILITARY EDUCATION"

"It is recommended by this committee that this course of study, as outlined, be designated as the course in physical and military education.

"This course shall be prescribed for all boys enrolled in the ninth grade.

"It is recommended that three periods per week be devoted to this work as follows:

"One period devoted to prescribed setting-up exercises, other formal exercises and games.

"One period devoted to foot, squad, and platoon movements without rifles. This period to be the closing period of school. Each platoon shall be in charge of a platoon leader, assistant platoon leader, and squad leaders. These leaders shall be selected by the Army officer in charge of military instruction, the principal of the school and the physical education instructor.

"One period devoted primarily to hygiene and corrective exercises. An annual competition consisting of setting-up exercises, squad and platoon movements and games, shall be held in the spring, independent of the senior high school competitive drill.

"For the full two semesters' work these boys shall be given a year's credit of cadet service to carry with them to senior high school."

This plan was carried out in the junior high schools during the school year 1925-26.

The culmination of the year's training was the annual competition between the selected platoons from each of the junior high schools. This competition was made a part of the general athletic field day for boys and was held on Saturday, May 22, in the stadium of the Eastern High School.

The morning was given over to the regular track and field events and the afternoon was consumed by the platoon competition.

The boys displayed a splendid spirit and executed the program in a most creditable manner.

The platoon representing the Langley Junior High School was awarded first place. There was awarded to the winning platoon a flag which will be passed



from school to school in the future following the custom established in the competitive drill of the High School Cadets.

It is the feeling of the school officials that this new plan has amply justified itself.

#### 8. THE GASQUE BILL FOR ELECTION OF THE SCHOOL BOARD

At the first session of the sixty-ninth Congress in December, 1925, Hon. A. H. Gasque, from South Carolina, introduced into the House of Representatives a bill providing for the election of the members of the Board of Education in the District of Columbia. Subsequently, Senator Arthur Capper, of Kansas, introduced the same bill into the Senate. The following statement was prepared by the Board of Education on February 8, 1926, incorporating the views of the Board of Education with regard to the desirability of electing members of the Board of Education:

FEBRUARY 8, 1926.

Hon. FRANK R. REID,

*Chairman, Subcommittee on Elective Franchise on Education,  
Washington, D. C.*

DEAR SIR: In view of the bill (H. R. 58) now under consideration by your committee making provision for the election of the Board of Education of the District of Columbia, the members of the present Board of Education feel it to be their duty to give public expression to their views relating to the advantages and disadvantages of the proposed change in the methods of selecting members of the board. It is of course the duty of the members of the board to keep as fully advised as possible concerning the operation of the public-school system of the District of Columbia, and to weigh carefully every proposal directed toward its improvement. Accordingly it is believed that their fellow-citizens would be glad to have an expression of the board's views. Inasmuch as the surrender of their tenure in office would involve them in no financial or other sacrifice, they feel that they need have no delicacy in expressing themselves frankly upon the subject.

The present powers of the Board of Education are limited. Except in the matter of selection of personnel, general supervision over the activities of the administrative officers, and the determination in respect to these subjects of a wise policy, the most important functions looking to the upbuilding and operation of the public-school system are carried on by others: That is to say, by the Commissioners of the District of Columbia, by the Director of the Budget and by the committees of Congress. In the financial management of the school system the Board of Education plays only a subordinate part. With reference to this phase of its guidance—limited as it is by reason of the intricacies just referred to—it seems fair to call your attention to the practice adopted during the past few years of holding annually two public meetings both devoted exclusively to budget matters. The first meeting has been held every spring for the purpose of receiving the suggestions of citizens with respect to the public school needs for the year ahead, and the second meeting has been held in the autumn with a view to informing the public of exactly what budget allowances have been secured. The public, it should be added, has shown a marked and alert interest in this aspect of comparatively recent policy. In this manner the board has sought the advice of the citizens and, with due exercise of its judgment, has generally followed that advice.

The bill introduced by Mr. Gasque, of South Carolina, is 31 pages in length. It provides for the election of nine members of the board to serve without compensation. The election machinery is elaborate. The Board of Education is required to divide the District of Columbia "into not less than 50 nor more than 100 precincts"; it shall designate annually certain public schools as polling places for the various precincts; it shall group the precincts into "three electoral divisions of approximately equal public-school enrollment, in each of which electoral divisions the voters shall elect three out of the nine members of the board." The single paid official for carrying out these intricate and burdensome provisions under the direction of the board is to be the secretary of the board. But the board is permitted to appoint sundry clerks and election officials so far as needed. Generally speaking, the board is to have the oversight and management of this elaborate machinery which is designed to create the board.



After such statements—and they reveal only the barest outline of the electoral machinery—one may well wonder exactly what the functions of any such board could be with respect to the important subject of education and its proper administration for a city involving the educational welfare and progress of upwards of 70,000 school children and a small army of hard-working teachers. Service on a board so burdened by a single annual duty would hardly make any appeal to either a man or a woman truly interested in education.

An elective board of education is not uncommon in a considerable number of American cities. In most instances, however, this arrangement is in harmony with the mode of election of all other important city officials. It is certainly doubtful whether in any of these communities the school system would be singled out as the one field in which precinct or ward politics should be given free play. Everybody knows that the invasion of politics into the administration or direction of the public schools has in many a municipality heretofore been a constant and irritating source of mortification to residents. There is as present, we believe, in the city of Washington no such danger.

The feeling that the parents of children and the taxpayers who support the public-school system should have some mode of expressing themselves in its management is a very just one. But in seeking to gratify this aspiration by having a general election of the Board of Education, it would seem to be letting go the substance to grasp at the shadow. There are, we submit, very few communities in the United States where the citizens through a variety of associations have as much influence and exercise as much indirect control in proportion to their numbers as they do in the District of Columbia. Let the members of such associations as exist to-day picture the extent to which their individual influence would be curtailed under the precinct plan of the Gasque bill when meetings would be attended not merely by a selected group but by every resident embraced within the area without reference to race or sex, and irrespective of the fact as to whether the individuals had any appreciable stake in the welfare of the precinct or section.

The nine members of the Board of Education have been chosen since 1906 by the justices of the Supreme Court of the District of Columbia. The justices are residents in the District for life. It may be supposed that they have a careful if not a unique knowledge of the character of residents in various parts of the city, both men and women who would be desirable appointees on the Board of Education. Furthermore, not only are the justices approachable, but they have always welcomed the recommendations of citizens, whether such recommendations come from individuals or groups. It is not conceivable that the justices would not request the resignation of any members of the board whose conduct afforded just grounds of complaint. All things considered, we believe that the present mode of choosing members of the Board of Education has worked well, and that as a rule careful attention has been paid to the the various sections of the city in the selections.

The large and representative dinner given on April 18, 1925, to the superintendent of schools, Doctor Ballou, was not without its significance to the Board of Education, largely responsible (as it has been) for bringing him here in July, 1920; it revealed ample evidence of the good-will felt toward the superintendent and the board for their efforts in promoting the educational welfare of the city of Washington over a period of about five years. While it is true that there are still many improvements to be made and no doubt grounds for criticizing the various factors involved in the solution of difficult problems, on the whole the appointive system, as at present existing, appears to be obtaining results.

In this connection we do not hesitate to call your attention to a section in the last Annual Report of the Board of Education (1924-25), entitled "Five Years of Educational Effort" (pp. 61-80). Here you will find a straightforward statement of such progress in educational matters as has been made since 1920, the date at which the present superintendent of schools first came to Washington. The story of the struggle for a fair building plan is there carefully told, a plan now in progress and already redounding to our better welfare. You will find also an account of the accomplishments with reference to the raising of salaries to figures more nearly in accord than ever before with the salaries of other well-regulated cities over the country. Very recently an excellent compulsory education law has been put upon the statute book. There are numerous other matters in the section referred to which can be known to every citizen interested in our educational progress during recent



years. It is at least doubtful whether an elective board could have accomplished anything more than has been accomplished by an appointive board.

No loyal citizen will fail to recognize our indebtedness to Congress for upbuilding our school system by means of adequate legislation. And at the same time the present board desires to give full and generous recognition to the helpfulness of the Washington newspapers and numerous group organizations in this matter. Without their active and intelligent aid—and now and again their shrewd and discerning criticisms—both board and superintendent would have failed to obtain such results as have been reached.

But there is a further and highly important consideration not yet touched upon. In the District of Columbia there is a large, independent, and aggressive colored population. As matters now stand, that element in our population is proportionately, adequately, and satisfactorily represented by the three colored members of the board. There is not now and there has not been any color line in the Board of Education. The board acts as a board. It thinks as a board. The only charge that has ever been heard is that in dealing with the colored schools the white members of the board have been too much inclined to hold themselves aloof. This impression is not well founded. No such sentiment or practice exists.

It is not believed that the provisions of the Gasque bill have eliminated the danger of racial antagonism which the election of the Board of Education, in accordance with the provisions of that bill, deliberately courts. No plan of districting the city of Washington or limiting the franchise in a way to prevent the colored citizens from having the fullest suffrage should be tolerated. To elect the Board of Education is therefore, in our judgment, deliberately to invite bitter contests in which the defeated minorities will become exceedingly restive. And this will follow whether the members are elected by districts or at large. There is no segregated district to which a definite representation could be allotted—the very idea is alien to anyone familiar with the history of the District of Columbia. If the members are to be elected at large, the numerically preponderating race will elect all the members unless there is division along national party lines, with a system of trading and other familiar political devices.

As was said at the beginning of this letter, it makes no real difference to the present members of the Board of Education whether or not they are legislated out of office. They are merely desirous, feeling that they have the confidence of a large proportion of the citizens of Washington, to offer a few helpful suggestions to their fellow citizens who may be interested in the good and the bad features of the Gasque bill. Whether or not that bill shall pass is, of course, not for the Board of Education to say. But such views as are herein presented have met the unanimous approval of the board.

By order of the Board of Education.

HARRY O. HINE, *Secretary.*

#### 9. TRANSFER OF THE MEDICAL INSPECTION STAFF

For some years preceding the year 1925-26 the appointments of members of the medical inspection staff and the expending of the funds for that work had been a part of the responsibility of the Board of Education, while the health officer of the District of Columbia directed the work of the medical inspectors and their assistants. On the basis of a request made by the commissioners, the Comptroller General rendered a decision "as to whether the power of appointment of the chief medical and sanitary inspector, medical inspectors, nurses, and dentists employed in the hygiene and sanitation service of the public schools is vested by law in the Commissioners of the District of Columbia or in the Board of Education of said District."

The final paragraph of the comptroller's decision, dated September 18, 1925, reads as follows:

"There being no law authorizing specifically the Board of Education to appoint hygiene and sanitation personnel for such public schools, and there appearing no other evidence of legislative intent to take from the commissioners the appointing power which the appropriation acts from 1903 to 1916 specifically recognized as being vested in them, it must be held that the commissioners are still vested with the power to appoint such officers."



A committee of the Board of Education was appointed to confer with the commissioners about the administrative changes necessary to carry into effect the comptroller's decision. Mr. Ernest Greenwood (chairman), Mrs. Coralie F. Cook, and Dr. H. Barrett Learned were the committee appointed.

The appropriation for the medical inspection service for the school year 1925-26 was, as in preceding years, carried in the appropriations for the public schools. It was necessary, therefore, to arrive at some agreement with the District Commissioners as to the procedure to be followed in the expenditure of that fund. The committee also considered with the commissioners the future status of the medical and sanitary inspection in the schools, and urged that this service be transferred from the health office to the Board of Education. Both of these matters were taken up in the conference of the special committee and the school officials with the Commissioners of the District of Columbia.

Satisfactory procedure for the expenditure of the appropriation for medical service during the school year ending June 30, 1926, was worked out by the aforementioned special committee, and agreed to by the Board of Education.

As to the proposal that the medical-inspection service should be transferred to the Board of Education, the commissioners advised the board under date of October 30, 1925, that they saw "no good reason why the change should be made." In support of their position the commissioners made the following statement:

"The health officer of the District of Columbia is charged by law with the enforcement of regulations regarding the health of the residents of the District of Columbia, whether they are in public schools, private schools, other institutions of learning, or in any other place in the District. The commissioners can not agree that the functions now exercised under the direction of the health officer as to proper measures to be taken to conserve the health of the children of the District of Columbia attending the public schools is a matter connected with the functions exercised by the Board of Education, under the law placing the educational system of the public schools under its charge."

From the above statement, it appears clear that the commissioners look upon the medical and sanitary-inspection service carried on under the direction of the health officer as pertaining entirely to the health of the public-school children. The Board of Education has always maintained that the service rendered by the medical-inspection staff should be not merely a health service, but a constructive educational service.

In view of the decision of the commissioners not to agree to transfer the medical-inspection work to the Board of Education, the special committee of the board recommended and the Board of Education approved a recommendation that the commissioners be requested to take such steps as are necessary in the forthcoming meetings before the committees of Congress to transfer the item for medical inspection of schools from the appropriations of the public schools to the appropriations of the health office.

Accordingly, with the approval of all present concerned, the Appropriations Committee of the House of Representatives transferred the appropriation item for "hygiene and sanitation, public schools," from the public schools to the health office.

#### 10. ARMSTRONG STUDENT'S WALKOUT

On Friday, January 15, 1926, the students of Armstrong Technical High School left the building in protest against the proposed action of the Board of Education to demote the principal, Arthur C. Newman. Of 1,086 pupils enrolled only 72 remained for the first recitation.

The "walkout" of students followed an assembly conducted largely, if not wholly, by the officers of the student council of the school.



More than 800 students returned to the school Monday morning and resumed work.

At the meeting of the Board of Education held January 20 following the report of the matter by the superintendent, the following resolution was passed unanimously:

"Moved, that the superintendent of schools be instructed to investigate thoroughly the recent strike at the Armstrong Technical High School, and especially if any teacher or officer of the public-school service has directly or indirectly encouraged, aided, or abetted the strike, and to report the facts to the board."

At the meeting of the board on February 17 and pursuant to the aforementioned order of the board, the superintendent presented a report prepared by Assistant Superintendent Wilkinson on the "walkout" at Armstrong as follows:

"The evidence does not show that 'any teacher or officer of the public-school service had directly \* \* \* encouraged, aided, or abetted the strike.' The evidence does show, however, that those in authority at Armstrong and those serving as sponsors of the student council did not exercise in this emergency the measure of control and direction that this office would expect of persons in authority."

President Graham pointed out that the report is without recommendation. A general discussion ensued in which it was apparent to the members that there existed a collective responsibility and that no teacher or group took the necessary action to stop the unfortunate proceedings. Mr. Graham's suggestion was followed that the report be received and that Mr. Wilkinson make further report, with recommendation.

In accordance with the discussions of the board, the superintendent presented a more complete report of the student "walkout" at the Armstrong Technical High School, prepared by First Assistant Superintendent Wilkinson:

"Pursuant to the order of the Board of Education at its last meeting, this office has the honor to forward recommendations in the case of the student strike at the Armstrong Technical High School on January 15, 1926.

"A thoroughgoing and exhaustive investigation has been made of the student strike. Every member of the faculty of the Armstrong Technical High School has been interviewed.

"In the opinion of this office the faculty of the Armstrong High School did not discharge its full duty of attending the special assembly called by former Principal Newman on the morning of January 15, 1926, and of remaining throughout the meeting actively in control of the pupils. Thirty-nine members of the faculty reporting to the assembly that morning left the assembly on the request of the student presiding officer, thereby permitting themselves to be withdrawn by a pupil from their posts of duty. Five other members of the faculty, whose duty it was to attend the assembly, failed to do so. Three members of the faculty were at the time in pursuit of other official duties. Two members of the faculty were absent from school. Eight members of the faculty were covering their assignments in connection with their shops.

"The interviews held by this office with the individual members of the Armstrong faculty do not reveal that any educational employee directly aided, abetted, or encouraged the student strike. On the other hand, these interviews do show that the Armstrong faculty failed to take any positive action calculated either to prevent or to break the strike.

"Individual members of the faculty did approach students in the hallways and did urge them to report to their first recitations. But this was after the strike had been called, and was too late to be effective.

"The Armstrong faculty lost control of the Armstrong student body when the faculty left the assembly hall at the request of the student presiding officer. The Board of Education and the public should find, in such crisis in the life of a public school, a highly developed feeling of corporate responsibility manifesting itself in the school faculty. The absence of this feeling of corporate responsibility in the Armstrong faculty is a matter of serious concern.

"A highly developed sense of corporate faculty responsibility results when the leadership of the principal of the school has been vigorous, vitalizing and progressive.



"In the opinion of this office the student strike at the Armstrong Technical High School illustrates a lack of administrative leadership on the part of the former Principal A. C. Newman. In the opinion of this office it was bad judgment on his part to call an assembly on the morning of Friday, January 15, 1926. But having called an assembly he was responsible for what took place at that assembly.

"Principal Newman did enter the assembly, counsel the pupils to observe 'law and order,' and instruct them to report to their first recitations. But this action on his part came late, from 20 to 25 minutes after the assembly began. Principal Newman at the close of his remarks withdrew from the assembly and permitted the pupils further to deliberate on what action they proposed to take.

"The question of the administrative leadership of former Principal A. C. Newman has already received extended consideration from the school authorities and action has been taken with reference thereto by the Board of Education. No recommendation in this connection is now necessary.

"In the judgment of this office Mr. Charles M. Thomas, sponsor of the student council, should not have left the student council meeting to itself but should have remained throughout all sessions of the student council and by his presence and advice should have contributed to the deliberations of the student council that which his appointment as sponsor implies.

"It is recommended that Mr. Charles M. Thomas be relieved for all time of his present assignment as sponsor of the student council.

"It is recommended that the student council be disbanded until such time as the principal and faculty of the Armstrong Technical High School can make appropriate provision for giving such fostering care to the deliberations of these young people as to assure the student council functioning for the welfare of the school and for the character development of the student body.

"If the Board of Education approves the point of view of the corporate responsibility of the faculty, herein advanced, it is recommended that a copy of this report be forwarded to each member of the faculty of the Armstrong Technical High School for his information and guidance."

## 11. THE ESTABLISHMENT OF A BOARD OF INQUIRY

At the meeting of the Board of Education held February 17, 1926, the Board approved the establishment of a board of inquiry. The necessity for such a board, its functions and organization, and its methods of procedure were stated in a circular addressed to all school officials, principals, and janitors by the superintendent under date of March 22.

"At the meeting of the Board of Education held on February 17, 1926, on recommendation of the superintendent of schools, the Board of Education established a board of inquiry to consist of the assistant superintendent in charge of business affairs, the two first assistant superintendents, and two representatives of the janitorial staff—one to be selected by the janitors of divisions 1-9, and the other to be selected by the janitors of divisions 10-13—and the superintendent of janitors and assistant superintendent of janitors as advisors.

"The purpose of this board is described in the following extract from the recommendation of the superintendent of schools:

"From time to time, it has been found necessary to close some of our school buildings because of low temperature in the classrooms at the opening of school in the morning. Sometimes this is due to severe weather and faulty heating plants which make it difficult, even with the most diligent efforts of the janitor, to get up proper heat by the opening of school in the morning. In other cases, it is due to the failure of the janitor to exercise good judgment in beginning the heating of the building sufficiently early to get up proper heat by 9 o'clock.

"Many janitors throughout our school system pride themselves in the fact that the buildings where they work have never been closed on account of lack of heat. A few janitors in the school service apparently are not actuated by such a commendable attitude.

"Obviously, the first step in determining to what extent the janitor is responsible for failing to heat a building properly is to ascertain the facts in the case.



" 'For the purpose of establishing the facts in the case with respect to any failure in the heating, ventilating and plumbing system in any one of our school buildings, and to the end that the superintendent may be furnished with the necessary information as a basis on which to make an appropriate recommendation to the Board of Education in such cases, the superintendent recommends the creation of a board of inquiry . \* \* ; \* .

" 'If this recommendation of the superintendent is approved, it will become the duty of this board of inquiry to proceed at once, following the closing of any school, to determine the responsibility of the janitor in the premises, reporting the facts to the superintendent, together with recommendations justified by those facts.'

"At a meeting of the janitors held on call of the superintendent of schools on March 13, 1926, Mr. T. J. Jones, of the McKinley Technical High School, was elected to represent the janitors of divisions 1-9, and Mr. R. A. Woodson, of the Dunbar High School, was elected to represent the janitors of divisions 10-13, on the board of inquiry.

"The board of inquiry held its organization meeting on March 19, 1926, and elected First Assistant Superintendent Kramer as chairman and Assistant Superintendent Wilmarth as secretary. At this meeting the board of inquiry decided that any inquiry of the board shall extend to all matters connected with the heating and ventilating of the building, including the condition of the plant, and unusual weather conditions; that in buildings having both an engineer and a janitor the heating and ventilating of the building is the responsibility of the engineer, but the janitor may be used as a material witness to any procedure before the board if so desired; that the engineer or janitor concerned, the principal of the building, the supervising principal in charge, and the assistant superintendent in charge, and such other persons as might be desired or required as material witnesses should be requested to attend any hearing of the board of inquiry.

"The board of inquiry has also recommended the following procedure in cases of the closing of any building, or part of building, which procedure has been approved by the superintendent of schools and is announced for the guidance of all persons concerned.

"Immediately upon the closing of any building, or part of building, the principal of that building shall report the conditions to his immediate superior, giving as part of the report the names of all persons who are competent to furnish information relative to the closing, or whose testimony may be desired by the principal or janitor of the building. This report shall be transmitted immediately to the assistant superintendent in charge and forwarded by that officer to the secretary of the board of inquiry who shall arrange for a hearing of all interested parties."

## 12. TEACHERS' INSTITUTES

In lieu of the usual all day teachers' institute schools were closed on certain days during the meeting of the department of superintendence of the National Education Association to give teachers an opportunity to attend some of the sessions of that association.

In order that the teachers of the elementary grades might attend the afternoon session on Tuesday, February 23, the graded schools were closed at 12.30 p. m. Teachers of morning classes taught until 10.45 and then engaged in regular coaching work until 12.30 p. m. Teachers of afternoon classes worked with their coaching groups from 9 until 10.45 a. m. and did their usual teaching from 10.45 until 12.30 on that day.

In order that the teachers of the junior high schools might attend the morning session on Wednesday, February 24, all junior high school classes were dismissed in the morning and resumed their work for the afternoon at 1 o'clock on that day.

In order that the teachers of the senior high schools might attend the afternoon session on Thursday, February 25, the senior high schools were closed at 12.30 p. m. on that day.

Attendance at these educational sessions was in lieu of teaching service. The certifying officials provided substitutes for all teachers who could not attend.



In addition arrangements were made by the committee on institute of the teachers' council for the following address, on the afternoon and evening of April 15, 1926, by Prof. E. Laurence Palmer, of Cornell University, on "Nature Study and Elementary Science in the Schools":

For teachers and officers, Divisions I to IX: Central High School Auditorium, 8 p. m.

For teachers and officers, Divisions X to XIII: Dunbar High School Auditorium, 3.30 p. m.

### 13. GENERAL COURSE OF STUDY REVISION

At the board meeting on September 2, 1925, the superintendent outlined a number of improvements in school administration made possible by the larger staff of assistant superintendents. Among them he included the revision of the courses of study, and expressed his intention to ask the board at a later time to relieve an officer from other duties in order to carry on that work.

The superintendent reported at the meeting on September 9 that he proposed the appointment of the following reviewing committee on review and revision of the courses of study of the kindergarten and the elementary schools, Grades I to VI:

Chairman, Frank W. Ballou, superintendent of schools. First assistant superintendents: Mr. S. E. Kramer, Mr. G. C. Wilkinson. Assistant superintendents in charge of kindergartens and elementary grades: Mr. R. L. Haycock, Miss R. L. Hardy, Miss M. P. Shadd. Assistant superintendents in charge of educational research: Miss Jessie La Salle, Mr. H. H. Long.

The first step in curriculum revision was the appointment of a committee to cooperate with the commission on curriculum of the department of superintendence, in the preparation of a report on the principles that should control in curriculum revision in nature study and elementary science in kindergarten and Grades I to VI. The committee was as follows:

Mrs. E. K. Peeples, in charge of nature study corps, Divisions I to IX, chairman; Mr. P. J. Rayford, in charge of nature study corps, Divisions X to XIII, vice chairman; Miss L. M. Allen, grade 2, Mott School, Division X to XI; Miss E. M. Baltzell, grade 6, Smallwood School, Division VIII; Miss G. L. Burke, Kindergarten, Briggs School, Division X; Miss S. F. Clokey, grade 6, Adams School, Division IV; Mrs. F. R. Dorsey, grade 3, Syphax School, Division XIII; Miss F. M. Fulton, grade 3, Blair School, Division VI; Miss H. F. Gillem, grade 6, Garrison School, Division X to XI; Miss N. C. Harrington, grade 2, Reservoir School, Division I; Mrs. M. J. Hawkins, nature study corps, Divisions X to XIII; Miss D. J. Kemball, nature study corps, Divisions I to IX; Miss Elsa Lehman, grade 1, Ludlow School, Division VI; Miss M. K. McCauley, grade 3, Towers School, Division VII; Miss I. R. Meloy, Kindergarten, Brightwood Park School, Division III; Mr. B. W. Murch, supervising principal, Division I; Miss P. L. Patterson, grade 2, Ludlow School, Division VI; Mrs. I. M. Pearson, grade 4, Cleveland School, Division X to XI; Mrs. I. I. Ruedlger, grade 6, Eaton School, Division I; Miss A. M. Spencer, grade 1, Banneker School, Division XIII; Miss M. Standiford, grade 4, H. D. Cooke School, Division III; Mrs. A. B. Steele, grade 5, Ludlow School, Division VI; Miss Augusta Swan, Kindergarten Principal, Monroe School, Division V; Mrs. G. C. Turner, grade 5, New Bell School, Division XIII; Miss L. W. Wilkinson, nature study corps, Divisions I to IX.

The above committee prepared an exhaustive report, which was printed as a part of the 1926 Yearbook of the Department of Superintendence of the



National Education Association. Later in the school year the same committee developed a course of study for the Washington public schools along the lines of their previous report to the commission on curriculum. The new course in nature study and elementary science for Kindergarten and Grades I to VI was approved by the Board of Education on June 9, 1926. The service of this committee has been outstanding, in doing a piece of educational work of value nationally as well as locally.

The revision of courses in other subjects was initiated by an announcement by the superintendent on January 7, 1926, which is quoted below:

"A number of years have elapsed since our courses of study in the elementary grades were revised, and in order that our schools may profit by the nation-wide study in curriculum revision, the superintendent deems it advisable at this time to appoint committees to give thought to the changes that should be made in our major courses for grades one to six. The work of the commission on curriculum revision of the National Education Association that is being conducted through cooperating committees in most of the large cities of the United States, has advanced to a stage that should enable our committees to proceed in the light of the aims and tendencies throughout the country. Whatever these aims and tendencies may be our community and every community, has its local educational problems which become important factors for all local committees in the preparation of their courses.

"The superintendent, therefore, requests the assistance of the supervising principals in the organization of such committees. Committees will be appointed to recommend revised courses in arithmetic, reading, and literature; English, including oral history, and geography. A committee has already been appointed for elementary science. Revision of our courses in health and physical education, art, music, domestic art, domestic science, and the manual arts will not be undertaken at this time.

"Representative committees of officers and teachers will be appointed to study the five subjects named above. On each committee there should be representatives of each of the first six grades and the kindergarten. The supervising principals will please submit to Assistant Superintendent Haycock or First Assistant Superintendent G. C. Wilkinson names of kindergarten and grade teachers suggested for membership on the five committees. You should nominate seven persons (one representative for each grade) for each committee. The names of chairmen and officers who will serve on these committees will be announced later."

Nominations were received from officers, and committees were appointed, as indicated in the announcement of the superintendent here quoted:

"Representative committees of teachers and officers have been appointed to revise our courses of study in arithmetic, reading and literature, English, history, and geography. These committees will make a comprehensive investigation of their respective subjects. Cooperating committees working under the auspices of the Commission on Curriculum Revision of the National Education Association have been studying aims and tendencies throughout the country. Results of their studies set forth in the Yearbooks of 1925 and 1926 of the department of superintendence should be especially helpful to our committees. So important and far-reaching is the undertaking confronting the committees that much time during the remainder of the present school year must be devoted to a thorough investigation and review of the most progressive thought of the educational leaders of the country in curriculum revision. In the light of nation-wide aims and tendencies and established principles, the committees will proceed with their work of revision.

"All of the following committee members, with the chairmen, are requested to meet the superintendent in the assembly hall at the Franklin School on Thursday, March 4, at 3.30 p. m. The several committees will hold their first meetings at the call of the respective chairmen.

"Committee on reading and literature: Chairman, Miss R. L. Hardy, assistant superintendent; Mr. Leon L. Perry, supervising principal; Miss M. R. Parkman, Wilson-Normal School; Miss M. Hickman, assistant to Miss Hardy; Miss K. C. Lewis, administrative principal, Garnet-Patterson School.



Grade	Teacher	School	Grade	Teacher	School
6.....	F. Croswell.....	Thomson.	3.....	D. Woodrow.....	Thomson.
6.....	R. McNamara.....	Cooke.	3.....	M. R. Lewis.....	Bruce.
6.....	M. C. Brent.....	Crummell.	2.....	M. Culbertson.....	E. V. Brown.
5.....	H. M. Bugbee.....	Takoma.	2.....	M. C. Harrington.....	Reservoir.
5.....	S. F. Clokey.....	Adams.	2.....	E. B. Hall.....	Garrison.
5.....	L. H. Pinchback.....	Garnet.	1.....	S. Shewmaker.....	Eckington.
4.....	E. M. Warde.....	Emery.	1.....	A. Kelliher.....	Eaton.
4.....	E. Carney.....	Park View	1.....	S. F. Clark.....	Montgomery.
4.....	B. M. Parker.....	Garrison.	Kindergarten.	G. L. Jinney.....	Webster.
3.....	M. Lerch.....	Takoma.	Kindergarten.	E. A. Thompson.....	Birney.

"Committee on arithmetic: Chairman, Dr. E. G. Kimball, supervising principal; Mr. J. C. Nalle, supervising principal; Miss M. C. Breen, Wilson Normal School; Mrs. G. J. Hecox, assistant to Miss Hardy; Dr. M. E. Gibbs, administrative principal, Stevens School.

Grade	Teacher	School	Grade	Teacher	School
6.....	G. R. Freedman.....	Monroe.	3.....	K. E. Carr.....	Addison.
6.....	E. A. Higgins.....	Brent	3.....	A. J. Routsen.....	A. Bowen
6.....	S. D. Matthews.....	Giddings.	2.....	J. M. Cain.....	Peabody.
5.....	E. E. Michaelson.....	Reservoir.	2.....	M. C. Lee.....	Takoma.
5.....	L. M. Cooper.....	Hubbard.	2.....	V. H. Robinson.....	Garrison.
5.....	A. B. Bishop.....	Stevens	1.....	M. E. Rose.....	Amidon
4.....	C. J. Schaeffer.....	Thomson.	1.....	H. D. Eldridge.....	Cooke.
4.....	D. R. O'Neil.....	Cooke.	1.....	M. H. Winston.....	Garrison.
4.....	R. O. Davis.....	Banneker.	Kindergarten.	M. C. Graff.....	Webb.
3.....	M. L. McCausland.	Bryan.	Kindergarten.	J. A. Browne.....	Ambush.

"Committee on English: Chairman, Mr. S. M. Ely, supervising principal; Miss Adelaide Davis, supervising principal; Miss L. G. Arnold, principal, Wormley School; Miss M. E. Given, administrative principal, Brown School; Miss M. L. Washington, administrative principal, Mott School.

Grade	Teacher	School	Grade	Teacher	School
6.....	E. K. Schreiber.....	Wheatley.	3.....	N. J. Kale.....	Curtis.
6.....	L. B. Francis.....	Henry.	3.....	P. M. Ferguson.....	Lovejoy.
6.....	Hope Lyons.....	Garrison.	2.....	J. F. Hilder.....	West.
5.....	R. E. Dick.....	Carbery.	2.....	J. L. Torbert.....	Towers.
5.....	R. M. Carrell.....	Hubbard.	2.....	E. B. Hall.....	Garrison.
5.....	L. S. Gardner.....	Syphax.	1.....	F. R. Finnie.....	Benning.
4.....	R. E. Little.....	Curtis.	1.....	R. E. Barnes.....	Peabody.
4.....	M. W. Standiford.....	Cooke.	1.....	I. C. Myers.....	Cardozo-Bell.
4.....	M. M. Rivers.....	Bruce.	Kindergarten.	A. G. Alden.....	Buchanan.
3.....	N. M. Furtner.....	Emery.	Kindergarten.	M. Turner.....	Mott.

"Committee on history: Chairman, Mr. B. W. Murch, supervising principal; Mr. A. O. Stafford, principal Burrville School; Miss Cornelia Whitney, Wilson Normal School; Miss I. M. Lind, assistant to Miss Hardy; Dr. D. I. Renfro, administrative principal, Lovejoy School.

Grade	Teacher	School	Grade	Teacher	School
6.....	M. S. Conway.....	E. V. Brown.	3.....	R. Patterson.....	Hilton.
6.....	M. V. Beller.....	Webb.	3.....	H. W. Harris.....	Magruder.
6.....	E. N. Narker.....	Mott	2.....	P. Patterson.....	Ludlow.
5.....	L. Halley.....	Cranch.	2.....	M. Y. Brunner.....	Brookland.
5.....	A. J. Gregory.....	Takoma.	2.....	V. A. Robinson.....	Garrison.
5.....	A. M. Jackson.....	Garrison.	1.....	K. Bergen.....	Lenox.
4.....	L. Durisoe.....	Buchanan.	1.....	V. Miller.....	Orr.
4.....	J. Stokes.....	Thomson.	1.....	V. S. Peters.....	Briggs.
4.....	E. J. Wayman.....	Briggs.	Kindergarten.	H. I. Zelders.....	Thomson.
3.....	F. R. Noack.....	Force.	Kindergarten.	E. M. Clayton.....	Wormley.



"Committee on geography: Chairman, Miss Janet McWilliam, supervising principal; Mr. J. C. Bruce, supervising principal; Miss E. A. Hummer, Wilson Normal School; Miss Agnes Garrels, visual instruction; Mr. J. C. Payne, administrative principal, Douglass-Simmons."

Grade	Teacher	School	Grade	Teacher	School
6	H. B. Masson	Ketcham.	3	R. Hilyard	Seaton.
6	M. Steidle	Thomson.	3	M. V. Smith	Wormley.
6	O. M. Walker	Garnet.	2	N. O. Miller	Petworth.
5	M. K. Steele	Ludlow.	2	C. Stinzing	Thomson.
5	H. Harper	Bryan.	2	N. E. Dyson	Sumner.
5	E. G. Murray	Mott	1	J. C. Clements	Edmonds.
4	O. E. Reed	Janney	1	G. S. Keiser	Park View.
4	O. M. Krause	Kingsman	1	M. E. Thomas	Deanwood.
4	A. M. Montier	Logan	Kindergarten	K. Brackett	Burroughs.
3	M. Turner	Thomson.	Kindergarten	K. E. Dean	Payne.

The committees have begun work on their respective subjects, and it is hoped that their reports may be received and accepted during the school year 1926-27.

#### 14. NEW SCHEDULE OF SUBSTITUTE PAY

Two kinds of substitutes are employed in the school system during the absence of teachers and officers—annual substitutes and per diem substitutes. Annual substitutes serve on an annual appointment and receive the minimum salary in the salary class to which appointed.

An annual substitute employed in the elementary schools serves on a 10-month pay basis and receives \$1,400, the basic salary of the elementary-school teacher. The annual substitute in the high schools receives \$1,800. Annual substitutes put in the same hours and are subject to the same regulations as regular teachers.

Per diem substitutes are employed by the day at a rate of pay fixed by the Board of Education. They are paid for the days they work and are called on for service when the annual substitutes are unable to fill all of the demands made for substitutes.

After thoroughgoing consideration extending over a period of several months the Board of Education at its meeting on December 2, 1925, adopted the following rates of pay for substitute service for teachers:

	Rate per diem
Class 1, Group A, kindergartens and elementary schools; basic salary, \$1,400	\$4.00
Class 2, Group A, junior high schools; basic salary, \$1,600	4.50
Class 2, Group C, junior high schools; basic salary, \$1,800	5.00
Class 3, Group A, high and normal schools; basic salary, \$1,800	5.00
Class 3, Group B, high and normal schools; basic salary, \$2,900	5.00
Class 4, Group A, school librarians; basic salary, \$1,400	4.00
Class 5, teaching principals, four to seven rooms; basic salary, \$2,300	4.00
Class 6, teaching principals, 8 to 15 rooms; basic salary, \$2,500	4.00

At the meeting of the Board of Education held June 9, 1926, the board adopted the following schedule of substitute pay for officers:

	Rate per diem
Class 7, administrative principals with 16 rooms or more, and principals of vocational and Americanization schools	\$5.80
Class 8, principals of junior high schools	7.00
Class 9, principals of senior high and normal schools	8.00

	Rate per dlem
Class 10, directors of special subjects and departments-----	\$6. 40
Class 11, heads of departments and assistant principals-----	6. 40
Class 12, supervising principals-----	8. 00
Chief examiner, board of examiners, Divisions I-IX-----	8. 00
Assistant superintendents-----	8. 40
First assistant superintendents-----	10. 00
Superintendent of schools-----	16. 00

#### 15. ABOLITION OF THE "TWO-SPORTS RULE"

In 1924 on recommendation of the executive committee of the Alumni "C" Club of the Central High School, the Board of Education adopted the so-called "two-sports rule." This rule provided in brief that no student may take part in more than two major sports in any one scholastic year. The major sports were understood to be football, basketball, baseball, and track.

It was the purpose of this rule to prevent the student from taking part in more athletic contests than would be good for him physically, and to encourage a larger number of students to participate in at least two major sports each year.

After the rule had been in operation for two years, the principals of the high schools agreed unanimously that it was not serving its purpose, and should be abolished.

Accordingly, at the meeting of the Board of Education of June 16, 1926, the "two-sport rule" was abolished.

#### 16. APPOINTMENT OF ELEMENTARY SCHOOL PRINCIPALS FROM RATED LISTS

At the meeting of the Board of Education held June 3, 1925, the superintendent of schools recommended and the Board of Education approved the passage of the following order:

"*Ordered*, that beginning July 1, 1925, or as soon thereafter as practicable, all nominations for the position of teaching principal shall be made to the Board of Education from rated lists of eligible candidates prepared by the respective boards of examiners."

This order was passed in order that the provisions of the law and the rules of the Board of Education might be carried out in a systematic manner. The provision of the law and the rule of the Board of Education relating to this subject are quoted below.

The teachers' salary act, approved June 4, 1925, provides:

"SEC. 10. That teachers shall be promoted to be teaching principals, or to be administrative principals, on the basis of such evidence of superior teaching, of administrative ability, and of increased professional attainments as the Board of Education may prescribe."

The rules of the Board of Education relating to the boards of examiners provide in section 2, paragraph 1, as follows:

"The respective boards of examiners shall prescribe and hold such examinations as may be necessary to carry out the requirements of the law and the rules and orders of the Board of Education of applicants \* \* \* for promotion or appointment to a principalship of a school or of any other school officer."

The aforementioned action was taken by the Board of Education only after the school officials had given extended consideration and made systematic preparation for putting this order into effect.



In November, 1923, the superintendent appointed a committee made up of teaching principals and teachers all of whom were presumably directly interested in the method of promoting persons to be teaching principals and administrative principals.

In March, 1924, this committee presented a tentative plan according to which the qualifications of candidates for promotion to principalships should be evaluated. This report was referred to the assistant superintendents for critical examination and recommendation. After thoroughgoing consideration the assistant superintendents recommended certain changes in the details of the plan, which recommendations were referred to the respective boards of examiners.

The members of the boards of examiners joined in giving consideration to this common problem. Agreement having been reached on a plan, the respective boards adopted the plan and put it into operation.

In addition, the superintendent requested the teachers' council to give consideration to the matter of eligibility requirements of persons desiring to be promoted to administrative principals. The committee also submitted a general plan which was referred to the boards of examiners along with the other suggestions for changes in the procedure.

Appointments of teachers from rated lists are invariably made from the head of the list. Recognizing that it is desirable that the superintendent should have some discretion in the selection of the person to be principal of the school, in order that the person may best fill the particular position, the board established the following procedure regarding appointments supplementary to the general procedure in appointment of teachers:

"In reporting lists of eligibles for the positions of teaching principal and administrative principal in the elementary schools the Board of Examiners shall submit lists ranked by groups of five persons in each group: *Provided*, That the last group may contain less than five names.

"The names placed upon the lists of eligibles for the positions of teaching principal and administrative principal in the elementary schools shall remain thereon without further examination until the 30th day of June next following the reporting of the list to the Board of Education.

"In the appointment of persons upon the lists for the positions of teaching principal and administrative principal in the elementary schools the superintendent shall recommend to the Board of Education the appointment of the person within the highest group who in his opinion is best fitted for the existing vacancy: *Provided*, That each group must be exhausted before the names of the persons in the next lower group may be considered."

The boards of examiners submitted their first lists of eligible candidates to the Board of Education on December 2, 1925, and appointments were made from those lists during the school year ending June 30, 1926. The boards of examiners have prepared corresponding lists for the school year beginning July 1, 1926.

#### 17. SURVEY OF THE NORMAL SCHOOLS

At the meeting of the Board of Education held January 6, 1926, the superintendent submitted a report recommending that the United States Bureau of Education be officially invited to make a survey of the Wilson and Miner Normal Schools and submit to the board any recommendations that might result from such investigation. The Board of Education approved this recommendation and extended the invitation.

The United States Bureau of Education on July 1 submitted a series of recommendations and informed the board that the detailed report resulting from its survey of the normal schools would be submitted about October 1.

The Board of Education and the school officials are awaiting receipt of this detailed report before taking any action on the recommendations submitted.

The report of the superintendent to the Board of Education covering the general situation in the normal schools which prompted the superintendent's recommendation is herewith submitted in full:

"On October 29, 1925, the superintendent called the attention of the members of the Board of Education to the annual reports of the first assistant superintendents, Messrs. Kramer and Wilkinson, relating to the Wilson and Miner Normal Schools which they respectively supervise.

"The greatly increased enrollments in these schools in recent years, the limited capacity of the buildings and instructional facilities, and the inability of the elementary school system wholly to absorb the present graduates of these two professional training schools for teachers make it clearly apparent that the future policy for these schools should be determined at an early date.

"The first assistant superintendents have submitted to me the following statement, outlining the general problem as they see it, and suggesting questions to which answers are desired.

#### "THE PROBLEM AND QUESTIONS

"The fact that the normal schools are nearing their maximum enrollment and that the graduates annually completing their work at these schools have reached a number more than sufficient to supply the annual need for teachers in the local schools seem to make it appropriate that certain questions be proposed concerning the policy to be adopted in the future conduct of these schools.

"1. These schools are the result of the administration of a succession of capable and devoted principals and the suggestion that a consideration of future policies be given should carry with it no thought that the wisdom and efficiency of present and past administrations are being called into question. We should determine the future policies of these schools by a careful and thoughtful comparison of the existing courses and instruction procedure with similar courses and procedure in other city training schools of the first rank. We must determine whether the automatic admission of pupils to these schools upon the receipt of a high-school diploma is an adequate procedure for the procurement of students possessing the qualities of successful teachers. The per capita cost of instruction is relatively high, and it seems fair to inquire whether, in justice to the citizens of the District of Columbia, these pupils ought not to be selected upon some basis which would give a fair prognosis of success in the future service of these pupils as teachers.

"2. The question of the relative weight between instruction leading to skill in the art of teaching and those steps designed to bring about a mental attitude and appreciation of teaching as a science must be determined.

"3. In view of the assured expansion of the school system and the need of constantly adapting our educational procedure to meet the modern ideals of teacher training, it seems appropriate at this time to determine how far the procedure which has served in the past is adequate to meet the demands of the future.

"4. It may be pertinent to make inquiries similar to the following:

"(1) Should the normal schools restrict their preparation of teachers to the local demand or should they extend their facilities to those who would teach outside the District of Columbia?

"(2) Should the enrollment of students in the normal schools be limited? If so, upon what basis shall the limitation take place?

"(3) Should the normal schools attempt to meet the demands for teachers in all classes and types of elementary service?

"(4) Should the normal schools prepare teachers for work above elementary level?

"(5) Should the normal school course be extended to three or to four years leading to a degree?

"(6) What are the objectives of the several curricula as now offered by the normal schools?

"(7) Do the objectives sought determine the course of study? Are the courses differentiated on the basis of desired ends?

"(8) Is there a close articulation between theory and practice?



"(9) Are the students in the several courses selected on the basis of specific aptitudes and previous preparation?

"(10) Does the organization provide for a graded system of practice teaching extending from the beginning to the end of the normal school course?

"(11) Are the facilities for observation, participation, and practice teaching adequate to meet the demands of the course of study?

"(12) Are the number of students too great for the practice facilities?

"(13) Do the teaching loads permit effective work?

"(14) Is the equipment satisfactory to meet instructional needs?

"(15) Is the number of graduates who actually enter and remain in the teaching profession a sufficiently great proportion of the total number of the graduates to justify the cost of maintaining so large a student body?

"5. With an appropriate time and an excellent source of experienced advice and counsel at hand we should avail ourselves of the opportunity to secure for the benefit of our schools the assistants of the Federal Bureau of Education in evaluating our existing normal school courses and offering suggestions concerning modifications, extensions, and enrichment of our curriculum.

"In accordance with the suggestions made by Messrs. Kramer and Wilkinson, I recommend that the Board of Education extend an official invitation to the United States Bureau of Education to make a survey of the Wilson and Miner Normal Schools and undertake to furnish the board with facts and recommendations which will indicate what the future policy for these schools should be."

## SECTION II. APPOINTMENTS, PROMOTIONS, AND RETIREMENTS OF SCHOOL OFFICERS

In this section may be found a record of the appointments, promotions, retirements, and deaths among the school officials who occupy higher positions in the supervisory and administrative staff in the school system.

The record covers the retirement of Miss Anne Beers, supervising principal; Miss Annie M. Wilson, director of drawing; the resignation of Mrs. Cecil Norton Broy, director of community centers; the demotion of Capt. Arthur C. Newman, principal of Armstrong Technical High School; and the death of Dr. Hosmer M. Johnson, supervising principal.

The positions thus left vacant were filled by the promotion of Miss Janet McWilliam, supervising principal; of Miss Elizabeth A. Hummer, supervising principal; of G. David Houston, principal of Armstrong; of Miss Sybil Baker, director of the community center department; the appointment of George W. Hines, head of department of business practice; of Miss Ethel Bray, director of drawing; and of A. H. Johnson, director of music.

### 1. RETIREMENT OF MISS ANNE BEERS, SUPERVISING PRINCIPAL

In December, 1925, Miss Anne Beers, the supervising principal of the eighth division, requested retirement under the provisions of the retirement law. The following statement relating to Miss Beers and her service in the schools was presented to the Board of Education by the superintendent on December 16, 1925:

"The retirement of Miss Anne Beers, supervising principal of the eighth division, brings to a close a record of efficient service rendered in the public schools of this city during a period of nearly 50 years. Miss Beers retires at her own request at a time when she is enjoying comparatively good health, preferring to relinquish the arduous work of her office now rather than after her health and strength become impaired.

"Miss Beers has been in charge of the schools in southwest Washington since 1912 when the Board of Education promoted her to the position of supervising principal. From 1880 to 1912 Miss Beers taught continuously for 32 years in the Wallach School in southeast Washington. Few teachers are privileged to teach so long in one school. During much of this time she was associated with Mr. Alexander Tait Stuart, whose office while he was supervising principal was in the Wallach Building. On February 13, 1894, Miss Beers was promoted to the principalship of the Wallach School.

"In reviewing the school record of Miss Beers this interesting item was found in the minutes of the meeting of October 8, 1878. The minutes quote a letter, addressed by J. Ormond Wilson, superintendent of schools, to Benjamin G. Lovejoy, chairman of the committee on normal school and teachers, as follows:

"DEAR SIR: The following-named graduates from the Washington Normal School having taught in the public schools of Washington not less than one year, and, in my judgment, having given evidence of ability to govern and instruct a school, I beg leave to recommend that the diploma of the normal school be conferred upon them. In the list, Miss Anne Beers. Meeting of October 8, 1878, page 26."

"In many worthy enterprises Miss Beers has been a leader among the teachers of our public schools. For a number of years she worked diligently for the passage of the teachers' retirement law which actually came into being in 1920. Miss Beers now benefits by that law in her own retirement. As a supervising principal her outstanding work was her constructive influence in the development of young teachers. Miss Beers will be missed in the superintendent's councils. Her judgment was always sound in the formulation of school policies, and her conscientious devotion of time and energy to her supervisory tasks has been exemplary.



"The superintendent recommends that the board express its appreciation of the services rendered to the schools by Miss Beers, that this record be spread upon the minutes of the board, and that a copy be sent to Miss Beers."

Accordingly, Miss Beers was retired from service effective from and after January 3, 1926.

## 2. APPOINTMENT OF MISS JANET MCWILLIAM, SUPERVISING PRINCIPAL

Since September 16, 1924, Miss Janet McWilliam had been serving on a temporary appointment as a supervising principal in Divisions II and IV. The vacancy in the supervising principalship of the eighth division caused by the retirement of Miss Beers made it possible further to reduce the number of supervising principalships in accordance with an established policy of the board.

Accordingly on January 4, 1926, the eighth division was consolidated with the second and fourth divisions and Miss Janet McWilliam was made the supervising principal of the three divisions.

## 3. DEMOTION OF ARTHUR C. NEWMAN, PRINCIPAL OF ARMSTRONG TECHNICAL HIGH SCHOOL

After very extensive and sympathetic study over a period of months of the administration of Principal Arthur C. Newman, of the Armstrong Technical High School, the first assistant superintendent in charge of colored schools, with the approval of the superintendent of schools, recommended to the Board of Education the demotion of Principal Newman to the rank of teacher, class 3A, and his assignment as military instructor in the high schools of Divisions X to XIII, effective on and after February 1, 1926. The Board of Education approved this recommendation at the meeting held on January 20, 1926.

## 4. APPOINTMENT OF G. DAVID HOUSTON, PRINCIPAL OF ARMSTRONG TECHNICAL HIGH SCHOOL

The vacancy in the principalship of Armstrong Technical High School caused by the demotion of Capt. A. C. Newman was filled on February 3, 1926 by the promotion of Mr. G. David Houston from head of department of business practice, a position which he had held for nine years.

Mr. Houston graduated from Harvard University in 1904 cum Laude. He also received the master of arts degree from Harvard in 1916 specializing in English.

His record of experience is as follows: Head of the department of English, Tuskegee Institute, Alabama, 1904-1907; head of the department of English and history, Douglass High School, Baltimore, Md., 1907-1910; teacher of English, M Street High School, Washington, D. C., 1910-1912; professor and head of department of English, Howard University, 1912-1919; head of the department of business practice, public schools, Washington, D. C., 1919-1926; principal of the Dunbar Night High School, Washington, D. C., 1919-1924.

## 5. APPOINTMENT OF GEORGE W. HINES, HEAD OF DEPARTMENT OF BUSINESS PRACTICE

The position as head of department of business practice in the high schools of Divisions X to XIII, left vacant by the promotion of Mr. G. David Houston was filled by the appointment of Mr. George W. Hines.

The following statement concerning Mr. Hines was presented to the Board of Education on February 17, 1926, when Mr. Hines's appointment was approved:

Education: Graduated from commercial college, Howard University, 1906; graduated from school of liberal arts, Howard University, with A. B. degree, 1909; summer courses in Parrish Business College, Shelbyville, Ind., 1909-10; attended one summer session at Columbia University, 1912; one year on Sabbatical leave at the University of Washington, 1920-21; one summer session at the University of Washington, 1924; received the degree of master of business administration, University of Washington, 1924.

Research work: Personal studies of negroes in business in the large cities; published Commercial College Studies of negroes in business: Real Estate, Insurance, Banking Institutions; published Branch Banking in the United States.

Experience: Director of the commercial department, Western University, Kansas City, Kans., 1909-1912; instructor in commercial college, Howard University, 1912-1919; assistant professor in the school of commerce, Howard University, 1919; associate professor in the school of liberal arts, Howard University, 1922-1926.

#### 6. DEATH OF HOSMER M. JOHNSON, SUPERVISING PRINCIPAL

Mr. Hosmer M. Johnson, supervising principal of the seventh division, died on May 30, 1926. While Mr. Johnson had been in failing health for some months, his death brought a shock of sadness to his coworkers in the school system.

In reporting the death of Mr. Johnson to the Board of Education, the superintendent made the following statement:

"With deep regret the superintendent reports to the Board of Education the death of Mr. Hosmer M. Johnson, supervising principal of the seventh division. For more than 35 years Mr. Johnson served the schools first as a teacher, and later as principal of the Eastern High School. Since 1900 Mr. Johnson has been the administrative and supervisory officer in charge of the elementary schools in southeast Washington.

"The passing of this loyal and faithful official has brought sorrow to the many teachers and principals who have served under his leadership during the years of his administration of the schools of the seventh division. His death occurred at Garfield Hospital on Sunday morning, May 30. Three days later friends, associates, school officials, and members of the Board of Education gathered with the bereaved family at the Metropolitan Methodist Church to pay their last tribute to a life devoted to the public schools of this city.

"He was a man beloved by many; gentle and considerate of all with whom he had to deal. Unassuming in manner he was guided by Christian principles and high ideals. His contact with pupils and teachers was an influence for good.

"The superintendent recommends that this record of the death of Mr. Johnson be spread upon the minutes of this meeting, and that the board's expression of regret and condolence be sent by the secretary to the bereaved family."

#### 7. APPOINTMENT OF MISS ELIZABETH A. HUMMER, SUPERVISING PRINCIPAL

The vacancy of the supervising principalship of the seventh division caused by the death of Mr. Johnson was filled by promoting Miss Elizabeth A. Hummer, teacher of geography at the Wilson Normal School.

Miss Hummer is a graduate of the Washington High and Normal School and holds the degrees of B. S. and M. A. from George Washington University.

Miss Hummer has had a long and successful experience in the Washington schools. She was appointed a practice teacher in the normal schools on September 1, 1892, and in addition has been an instructor in psychology and geography in this school. On October 1, 1924, Miss Hummer was promoted



from her position in the Wilson Normal School to director of intermediate instruction for one year, following the death of Mr. Alexander Tait Stuart, who formerly held this position.

#### 8. RETIREMENT OF MISS ANNIE M. WILSON, DIRECTOR OF DRAWING

At the meeting of the Board of Education on June 16, 1926, the board approved the retirement of Miss Annie M. Wilson, director of drawing, to take effect at the close of the school year. In recommending Miss Wilson's retirement, the superintendent submitted the following sketch concerning her service in the schools:

"Miss A. M. Wilson has served continuously in the drawing corps of our schools for more than 50 years. She began her work in one of the so-called grammar schools before any of the high schools had been organized in this city. For many years Miss Wilson was in charge of the work in drawing at the old Central High School. Hundreds of men and women throughout the city remember Miss Wilson as their teacher of drawing during their high-school days.

"Since 1906 Miss Wilson has been the director of drawing in the elementary schools, Divisions I to IX. Her influence in the field of fine arts has been felt throughout our school system. In this field she has always been a most enthusiastic leader.

"The superintendent wishes to recommend that the Board of Education congratulate Miss Wilson on the culmination of a successful and useful career as teacher and officer. She is one of the first to benefit by the more generous provisions of the new retirement law recently approved by the President."

#### 9. APPOINTMENT OF MISS ETHEL BRAY, DIRECTOR OF DRAWING

Upon recommendation of the superintendent, the Board of Education appointed Miss Ethel Bray as successor to Miss Wilson. Miss Bray is a graduate of the Indiana State Normal School at Brazil, Ind., and holds a degree of Ph. B. with major in art from the University of Chicago. She has received the degree of M. A. from teachers' college, Columbia University, specializing there in art methods, design, art appreciation, and industrial arts. Miss Bray has had experience as supervisor of art in the city schools of Brazil, Ind., and has been instructor in art and art critic teacher at the Indiana State Normal School. Miss Bray has had excellent training in public-school art instruction and her testimonials from school officials under whom she has served commend her ability in the most favorable terms.

#### 10. APPOINTMENT OF A. H. JOHNSON, DIRECTOR OF MUSIC

The position of director of music in Divisions X to XIII was vacant during the greater part of the school year 1925-26, due to the demotion of the former director, Miss Josephine Wormley, to a position as teacher of music.

At its meeting on October 21, 1925, the Board of Education appointed Mr. R. Nathaniel Dett, of Hampton Institute, Hampton, Va., to the position of director of music for Divisions X to XIII, effective on and after October 22, 1925. Subsequently, on November 16, 1925, Mr. Dett notified the Board of Education through the first assistant superintendent in charge of colored schools that because of the pressure brought to bear by the citizens of Hampton and the faculty and student body of Hampton Institute to have him continue his work at Hampton he declined to accept the appointment tendered him as director of music in Divisions X to XIII of the public schools of Washington, D. C.

Miss M. C. James, teacher of music in the Miner Normal School, assisted in the supervision of the work throughout the school year, and on March 8, 1926, was promoted temporarily to the position of director of music. It was understood at that time that the position would be filled on July 1 by the appointment of Mr. A. H. Johnson, who was under contract to complete his year's service at Cheyney State Normal School, Cheyney, Pa.

At the meeting of the Board of Education on June 16, 1926, the board approved the appointment of Mr. A. H. Johnson as director of music in Divisions X to XIII, effective July 1, 1926.

Mr. Johnson has completed four years of the course in music at the school of music at Yale University. He received from that institution a certificate of proficiency in the theory of music (1921), and a certificate in supervision of public school music (1920). In addition to the foregoing Mr. Johnson also completed at the school of music, Yale University, a course in public-school music.

Mr. Johnson has had five years' experience as teacher and supervisor of music at Cheyney State Normal School, Cheyney, Pa., September, 1916, to September, 1919, and September, 1924, to June, 1926, two years' experience as supervisor of public school and community music at Winston-Salem, N. C., and director of music, Slater State Normal School (Winston-Salem Teachers College), Winston-Salem, N. C., September, 1922, to September, 1924.

#### 11. RESIGNATION OF MRS. CECIL NORTON BROY, DIRECTOR OF COMMUNITY CENTERS

On June 24, 1926, the Board of Education received and accepted the resignation of Mrs. Cecil Norton Broy as director of community centers, to take effect July 15, 1926. In transmitting to the board the resignation of Mrs. Broy, the superintendent submitted the following statement:

"It is with regret that I present to the Board of Education the resignation of Mrs. Cecil Norton Broy, director of the community center department.

"Mrs. Broy, then Miss Cecil Norton, entered the service of the Washington public schools on September 1, 1910, as a first-grade teacher in the Curtis School. She was a graduate of our own Washington Normal School and while in the normal school displayed marked interest in community activities. On February 1, 1913, she was transferred to the new Grover Cleveland School as first-grade teacher. While occupying this position she was very active in assisting in the establishment of a community center located at this school. She gave of her time unsparingly and without compensation other than the satisfaction of engaging in the work which she loved in the developing of a splendid type of community service at this building. She later was transferred to the Park View School and continued her services as a volunteer worker in community center service. In 1917 she became the general secretary of the community center department and has served, with but a brief interruption, in that capacity up to the present time.

"Mrs. Broy has brought to her work an unselfish devotion and an intelligent and appreciative attitude toward the extension of the service of the public schools to the community. She has displayed a fine tact and sympathetic understanding in her relation with her coworkers. She has made a real contribution to the school system and to this city and she leaves to her successor an efficient organization possessing fine ideals of civic service."

#### 12. APPOINTMENT OF MISS SIBYL BAKER, DIRECTOR OF COMMUNITY CENTERS

In recommending the appointment of Miss Sibyl Baker as director of community centers to fill the vacancy caused by the resignation of Mrs. Broy, the superintendent submitted to the Board of Education the following statement concerning Miss Baker:



"Miss Baker is a graduate of the public schools of this city and holds the degree of B. A. from Wellesley College. In addition she has taken special post graduate courses at Columbia University and New York University.

"Following is a record of her service in the Washington high schools:

"On October 16, 1906, Miss Baker was appointed to teach the subject of English in the Business High School.

"On September 30, 1918, Miss Baker was granted leave of absence to engage in war service.

"On February 19, 1919, Miss Baker was reinstated in the schools as a teacher of English in the Central High School.

"On July 1, 1921, Miss Baker was promoted to a Group B salary in her position for superior work.

"Miss Baker has not only rendered excellent service as a teacher but in addition has been most efficient and successful in dramatic work. She has done pioneer work in oral English and in dramatics and has supervised extra-curricula activities of pupils at the Central High School, in all of which she has been eminently successful.

"Miss Baker possesses personal characteristics which make her a force in social and educational gatherings. During the past year she has been president of the High School Teachers' Association."

### SECTION III. PUTTING THE FIVE-YEAR SCHOOL BUILDING PROGRAM INTO EFFECT

The need for additional schoolhouse accommodations has been and still remains one of the most important educational matters before the citizens of Washington. The five-year school building program act which was passed by the Sixty-eighth Congress and approved by the President on February 26, 1925, is the most comprehensive and systematic school-building program ever undertaken for the public schools of Washington.

The act is a legislative authorization for making appropriations from year to year in order that the school children of Washington may be suitably housed in buildings adequate to provide the instruction and training which an up-to-date system of public education ought to provide.

The act also carries legislative authorization for improving the educational program in our schools by the establishment of larger elementary schools with free principals, for combined assembly hall-gymnasiums in the larger elementary schools to the end that adequate physical training facilities for the boys and girls may be carried on indoors, and for the organization of the school system as a whole on the 6-3-3 plan of organization, thereby establishing the junior high school as an integral part of the school system.

Since the school building program is of such vital importance at this time, it will be worth while to analyze the situation in some detail.

With the approval of the President, on February 26, 1925, Public Act No. 481 of the Sixty-eighth Congress became law. The title of that act is "An act to authorize a five-year building program for the public-school system of the District of Columbia which shall provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia."

#### PURPOSE, SCOPE, AND INTENT OF THE ACT

The purpose of the aforementioned act is stated in section 1 as follows:

"That it is the purpose of this act, which shall hereafter be known as the five-year school building program act, to provide a sufficient number of school buildings to make it possible; to abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary school classes to a standard of not more than forty pupils per class; to provide a five-hour day of instruction for elementary school pupils, thereby eliminating part-time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high school pupils thereby eliminating the 'double shift' program in the high schools; to provide for the annual increase in enrollment of pupils during said five-year period; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations."



This act became effective July 1, 1925. The title and purpose of the act clearly indicate that the school building program carried in this legislation is to cover a period of five years, i. e., the appropriation bills for the fiscal years 1926, 1927, 1928, 1929, and 1930.

If additional proof of the intent of Congress to carry out this program in five years were needed, it could be found on page 21 of Report No. 1400 of the Sixty-eighth Congress, second session, which is the report of the committee on the bill, from which the following is quoted:

"The bill has been prepared with a view of accomplishing by June 30, 1930, those purposes stated in the preamble.

"Each year for a period of five years estimates for school buildings and grounds will cover such portions of the items contained in this bill as to insure the accomplishment of its purposes by June 30, 1930."

#### ACT MUST BE BASIS OF ESTIMATES

The closing section of the aforementioned act is as follows:

"SEC. 9. This act shall become effective on the 1st day of July, 1925, and estimates of expenditures for buildings and grounds for the public schools of the District of Columbia shall hereafter be prepared in accordance with the provisions of this act."

The school estimates for buildings and grounds for the fiscal years 1926 and 1927 were prepared by the Board of Education in accordance with the five-year school building program act.

It is the opinion of the Board of Education that the law not only requires the board to submit its estimates for land and building items in accordance with the legislative authorization providing for the school buildings and grounds carried in the act, but that the law also makes it equally incumbent on the Board of Education to submit estimates year by year, which shall carry out the provisions of the five-year school building program act within the five-year period. This the Board of Education has tried to do. If the law is carried into effect in this manner, it means that by June 30, 1930, appropriations will have been made for the purchase of all land, for the construction of all school buildings, and for the other school facilities authorized in this act.

#### TOTAL COST OF FIVE-YEAR BUILDING PROGRAM

The total estimated cost of the five-year school building program is \$20,185,000 or \$4,037,000 per year for five years.

In the discharge of its responsibility under the provisions of the law, the Board of Education has undertaken to secure an appropriation for each fiscal year of approximately one-fifth of the total estimated cost of the five-year school building program. It is obvious that if in any given fiscal year the actual appropriations for school buildings and grounds are less than \$4,037,000 subsequent appropriations must be increased by that amount if the five-year school building program act is to be made effective by June 30, 1930.

#### TOTAL APPROPRIATIONS FOR 1926 AND 1927

Exclusive of certain items for the completion of construction at Armstrong and Western High Schools, and Langley Junior High School, already under way, and not carried in the estimated cost of the five-year school building program act, the appropriations for land and buildings made available for the

fiscal year ending June 30, 1926, amounted to \$4,013,000. Of this amount \$1,495,000 was carried in the appropriation act for 1926; \$2,380,000 was carried in the second deficiency act, fiscal year 1925, approved March 4, 1925; and \$138,000 was carried in the first deficiency act, 1926, approved March 3, 1926. It is seen, therefore, that the appropriations made available for the fiscal year ending June 30, 1926, were \$24,000 below the one-fifth of the estimated cost of the five-year program.

The appropriation act for the fiscal year ending June 30, 1927 carries an appropriation for land and buildings amounting to \$2,450,000; this amount includes the reappropriation of \$154,000 originally made for the Park View School in the second deficiency act for 1925. This amount is carried here as an original appropriation and has, therefore, been eliminated from the amount indicated as appropriated and available for the fiscal year 1926.

Thus the appropriations for the fiscal year ending June 30, 1927, are seen to be \$1,587,000 below the one-fifth of the estimated cost of the five-year program.

In addition to the aforementioned amount of \$2,450,000, appropriated for 1927, the appropriation act also carries obligated appropriations amounting to \$850,000. These obligated appropriations will, of course, have to be carried in the estimates for 1928.

#### TOTAL APPROPRIATIONS SOUGHT FOR 1928

In accordance with its opinion that the law requires that the estimates for school buildings and grounds be so made from year to year as to accomplish the expressly stated purpose of the act by June 30, 1930, the Board of Education announced, at the annual meeting with the citizens associations, its intention to request appropriations for buildings and grounds in the Budget for 1928 sufficient to provide for, not only the one-fifth of the program allotted to this year, but also the accumulated shortages of the appropriation acts of 1926 and 1927. This amounted to \$5,648,000 as shown by the following tabulation:

	1926	1927	1928
The \$20,185,000 distributed into fifths by years.....	\$4,037,000	\$4,037,000	\$4,037,000
Appropriations by years.....	4,013,000	2,450,000	-----
Shortage for each year.....	24,000	1,587,000	1,611,000
Total accumulated shortage in 1928.....	-----	-----	5,648,000
Appropriation required in 1928.....	-----	-----	-----

#### TOTAL COST DISTRIBUTED AMONG ELEMENTARY SCHOOL DIVISIONS, VOCATIONAL SCHOOLS, AND HIGH SCHOOLS

As already indicated, the Board of Education proposed to request appropriations for buildings and grounds in 1928 amounting to approximately \$5,648,000. The distribution of this amount among the elementary schools in the 13 divisions of the city, the vocational schools, and the high schools is indicated in the following memorandum marked "Exhibit A." (See p. 41.)

This exhibit should be read in the following manner:

The "total estimated cost" of all items for buildings and grounds carried in the five-year school building program amounts to \$20,185,000. The estimated cost of elementary and junior high schools in the first division is \$2,094,000



By the end of 1928 three-fifths of the total cost should have been appropriated, amounting to \$1,256,400 for the first division.

Appropriations for 1926 for the first division amounted to \$275,000. Appropriations for 1927 amount to \$221,000. The sum of appropriations for 1926 and 1927 is \$496,000.

Deducting \$496,000, which has been appropriated, from \$1,256,400 gives a balance of \$760,400, the amount necessary to be appropriated in the Budget of 1928 if the five-year program is to be completed in the five years.

The figures following each one of the "divisions" of the city should be read and understood in the same manner.

## EXHIBIT A

*Total estimated cost of five-year school building program, distributed by divisions*

Division	Total estimated cost <sup>1</sup>	Three-fifths of total cost, for three years	Deduct appropriations		Suggested for 1928 appropriations
			For 1926	For 1927 <sup>2</sup>	
First.....	\$2,094,000	\$1,256,400	\$275,000	\$221,000	\$760,400
Second.....	15,000	9,000		17,500	
Third.....	3,560,000	2,136,000	1,138,000	525,000	473,000
Fourth.....	990,000	594,000	160,000		434,000
Fifth.....	1,878,500	1,127,100	25,000	605,000	497,100
Sixth.....	1,085,000	651,000	475,000	15,000	161,000
Seventh.....	525,000	315,000		100,000	215,000
Eighth.....	1,077,250	646,350		80,000	566,350
Ninth.....					
Tenth.....	1,670,750	1,002,450	370,000	267,500	364,950
Eleventh.....	1,142,000	685,200	53,000	285,000	345,200
Twelfth.....	292,500	175,500			175,500
Thirteenth.....	1,635,000	981,000	440,000		541,000
Vocational schools.....	200,000	120,000	75,000		45,000
High schools.....	4,020,000	2,412,000	1,000,000	180,000	1,232,000
				2,296,000	<sup>3</sup> 5,802,000
				154,000	<sup>4</sup> 154,000
Total.....	20,185,000	12,111,000	4,013,000	2,450,000	5,648,000

<sup>1</sup> "The total estimated cost" differs from the corresponding tabulation prepared a year ago, in that the estimated cost of junior high schools has been carried in the respective divisions, rather than being distributed as last year "between elementary and high schools, two-thirds to the former and one-third to the latter."

<sup>2</sup> The amounts of money for purchase of land are not specified by Congress in the appropriations bill for 1927. The amounts of money indicated therein are based on the preliminary estimates of the Board of Education.

<sup>3</sup> From the mathematical total of this column has been deducted the \$8,500 by which the "appropriations for 1927" for the Second Division exceed the "three-fifths of the total cost."

<sup>4</sup> Reappropriation of Park View item. The appropriations act does not limit the use of this money to any given purpose.

**STATUS OF SCHOOL LAND AND BUILDING PROJECTS ALREADY APPROPRIATED FOR IN  
THE FIVE-YEAR PROGRAM**

The following is a complete list of all land and building items appropriated for in the five-year program and their status to date:

School or location	Purpose of appropriation	Appropriations by years			Obligated appropriations	Date of occupation	Probable date of completion
		Deficiency acts	1926	1927			
FIRST DIVISION							
Calvert Street (Oyster).	8-room building and A. H.-G.	\$175,000				Sept. 20, 1926	
Potomac Heights	Land			(1)			
Georgetown Junior (Gordon).	Building	100,000		\$200,000	\$275,000		Jan. —, 1928
SECOND DIVISION							
Morgan	Land			(1)			
THIRD DIVISION							
Fifth and Decatur Streets (Barnard).	8-room building.	25,500	\$140,000			Sept. 20, 1926	
Brightwood Park (Truesdell).	Land		20,000				
	8-room addition.	30,000	140,000			Sept. 20, 1926	
Fifth and Sheridan (Whittier).	8-room building.	27,500	140,000			do.	
	Land		60,000				
Brightwood	16-room building and A. H.-G.	275,000				Sept. 20, 1926	
Fourteenth and Ogden.	Land			(1)			
Potworth	A. H.-G.			75,000			June —, 1928
West	do			75,000			Do.
Sixteenth & Webster	Land			(1)			
Alaska Ave. and Holly St.	do			(1)			
Macfarland Junior.	Auditorium	100,000				Apr. 10, 1926	
	Wing.	55,000	125,000				Feb. 1, 1927
Brightwood Junior.	Land			(1)			
FOURTH DIVISION							
Adams	Land	160,000					
FIFTH DIVISION							
Park View <sup>1</sup>	Building	154,000					
Burroughs	8-room building A. H.-G.			245,000			Aug. 1, 1927
South Dakota and Rhode Island Aves. NE. (Woodridge).	Land		25,000				Aug. 1, 1927
	8-room building.			160,000			
Langley Junior.	Building			100,000	300,000		Jan. 15, 1928
Brookland-Woodridge Junior.	Land			(1)			
SIXTH DIVISION							
Wheatley	Land			(1)			
Stuart Junior High.	Building		475,000				Feb. 1, 1927
SEVENTH DIVISION							
Hine Junior	8-room addition.			100,000			Feb. 1, 1927
EIGHTH DIVISION							
Amidon	4-room addition.			80,000			Jan. 1, 1928

<sup>1</sup> The appropriation for land items in the 1927 Budget is in a lump sum.

<sup>2</sup> This sum was reappropriated for land in the 1927 Budget.



School or location	Purpose of appropriation	Appropriations by years			Obligated appropriations	Date of occupation	Probable date of completion
		Deficiency acts	1926	1927			
TENTH DIVISION							
Bruce.....	{Land.....		\$25,000				Aug. 1, 1928
	{8-room addition.....		120,000				
Francis Junior.....	{Land.....		50,000				Jan. 1, 1927
	{Building.....		175,000	\$267,500			
ELEVENTH DIVISION							
Smothers.....	4-room addition.....			85,000			Aug. 1, 1927
Garnet-Patterson Junior High.....	{Land.....	\$55,000					Jan. 15, 1928
	{Building.....			200,000	\$275,000		
THIRTEENTH DIVISION							
Bell.....	Land and 8-room addition, A. H.-G. Building.....	215,000				Sept. 20, 1926	
Randall Junior.....	Building.....	225,000					Jan. 1, 1927
VOCATIONAL SCHOOLS							
M. M. Washington.....	Land.....	75,000					
HIGH SCHOOLS							
McKinley.....	Building.....	1,000,000					June 1, 1928
Business High.....	Plans.....			5,000			
Dunbar.....	Land.....			(1)			
	Land, 1927.....			857,500			
Total.....		2,518,000	1,495,000	2,450,000			

<sup>1</sup> The appropriation for land items in the 1927 Budget is in a lump sum.

The above tabular statement shows—

1. That the auditorium at the Macfarland Junior High School, which was completed and occupied by the school on April 10, 1926, is the only construction work of any kind authorized in the five-year school-building program act which has been completed and put into operation.

2. That there are six elementary schools containing 56 classrooms provided for in the five-year program which it is expected will be completed and occupied on September 20, 1926.

At this rate of progress in schoolhouse construction, even if appropriations were made annually to put the five-year program into effect by June 30, 1930, the construction would not have been completed and buildings available in less than a year and a half or two years following that date.

#### CONGESTION IN 1924-25 AND FOLLOWING

The basis for determining the number and kind of schoolhouse accommodations needed in the five-year program was the annual study of congestion made on November 1 of each year, beginning in 1920, and a study of increased enrollments over a period of 12 years.

## REPORT OF THE BOARD OF EDUCATION

## IN THE ELEMENTARY SCHOOLS

The following tabulation shows the results of that study for the years 1924-25 when the law was passed, and in 1925-26, one year after its passage:

*Accumulated shortage of classrooms as of November 1*

Classrooms needed	1924	1925
To eliminate portables.....	57	66
To eliminate rented quarters.....	24	26
To eliminate undesirable rooms.....	30	27
To reduce oversize classes.....	40	51
To eliminate part-time classes:		
Grades I and II.....	123	121
Above Grade II.....	6	6
Total.....	280	297
To abandon buildings recommended for immediate abandonment in 1908, still in use: John F. Cook, 8 rooms; Threlkeld, 4 rooms.....	12	12
To abandon buildings recommended for early abandonment in 1908, still in use: Abbot, 9 rooms; Adams, 8 rooms; Berret, 9 rooms; Bradley, 8 rooms; Force, 12 rooms; Jefferson, 20 rooms; Lincoln, 12 rooms; Webster, 12 rooms.....	90	90
To abandon other buildings now unfit for use: Bell, 8 rooms; Hamilton, 4 rooms; Tenley, 8 rooms; Arthur, 8 rooms; Brightwood, 8 rooms; Garnet, 12 rooms; Langdon, 10 rooms; Patterson, 8 rooms.....	66	62
Grand total.....	448	461

<sup>1</sup> New building occupied Sept. 21, 1925.

The above table shows a shortage of 448 classrooms in 1924 and of 461 in 1925, an increase of 13 classrooms due to the fact that the new classrooms opened did not take care of the increased enrollment.

## IN THE HIGH SCHOOLS

The following tabulation shows the congestion in the high schools for the year 1924-25 and for 1925-26:

*Evidences of congestion November 1*

School	Capacity in 1925	Enrollment Nov. 1		Minus	Excess in 1925
		1924	1925		
Business.....	900	1,203	1,137		237
Central.....	2,300	3,154	2,973		673
Eastern.....	1,500	1,645	1,620		129
McKinley.....	1,100	1,373	1,282		182
Western.....	1,200	1,058	1,203		3
Columbia Junior <sup>1</sup> .....	300	301	309		9
Hine Junior <sup>1</sup> .....	150	148	177		27
Jefferson Junior <sup>1</sup> .....	100		145		45
Langley Junior <sup>1</sup> .....	225	147	150	69	
Macfarland Junior <sup>1</sup> .....	225	197	195	30	
Powell Junior <sup>1</sup> .....	100		115		15
Armstrong.....	1,100	1,054	1,099	1	
Dunbar.....	1,200	1,688	1,776		576
Randall Junior <sup>1</sup> .....	100	75	94	6	
Shaw Junior <sup>1</sup> .....	250	238	153	97	
Total.....	10,750	12,271	12,443	203	1,896
Minus.....					203
Net excess.....		2,971	1,693		1,693

<sup>1</sup> Ninth grade only in junior high schools.



The above table shows an enrollment of 2,071 pupils in high and junior high schools in excess of the capacity of the buildings in 1924 and of 1,693 pupils in 1925. This reduction of congestion by 1,278 pupils is due to the opening of additions to Armstrong and Western High Schools and the Powell Junior High School.

#### WHERE WE STAND ON JUNE 30, 1926

In undertaking to show where we stand on June 30, 1926, it is proposed to discuss the accumulated shortages of accommodations in elementary and high schools; and the enrollments and the changes in each during 1924-25 and 1925-26 due to an increase in attendance and the opening of additional accommodations during those years.

#### ELEMENTARY SCHOOLS

##### ACCUMULATED SHORTAGES IN ELEMENTARY SCHOOLS

By actual count the accumulated shortage of classrooms for elementary-school purposes on November 1, 1924, was 448. On November 1, 1925, this shortage had increased to 461 classrooms.

##### ENROLLMENT IN ELEMENTARY SCHOOLS

The enrollment in the elementary schools in 1924-25 showed a decrease of 253 pupils below the enrollment of 1923-24.

The enrollment in elementary school in 1925-26 showed an increase of 1,606 pupils over the enrollment of 1924-25.

Combining these two figures gives a total net increase for the two years of 1,353 pupils or an average increase for the two years of 676 pupils.

##### ELEMENTARY-SCHOOL BUILDINGS OPENED

Since July 1, 1924, when the five-year school-building program went into effect, certain buildings for elementary-school purposes already appropriated for have been opened as follows:

School	Number of classrooms	Description	When occupied
Bancroft.....	9	New building.....	Sept. 22, 1924
Thomson.....	6	Addition.....	Sept. 29, 1924
Raymond.....	8	New building.....	Feb. 2, 1925
Janney.....	8	do.....	May 4, 1925
Health School.....	11	do.....	Sept. 21, 1925
J. P. Cook.....	16	do.....	Feb. 1, 1926

None of these buildings were carried in the five-year building program, although additions to three of them were so carried. These buildings already appropriated for when the five-year school building program act was passed were taken into the account when the total of classroom needs was established as a basis for that law.

##### BUILDINGS SOON TO BE OPENED

No elementary school buildings carried in the five-year school building program act have been completed and occupied between July 1, 1924, and June 30, 1926.

The following elementary school buildings are expected to be ready for occupancy when the next school year opens September 20, 1926:

School	Division	Number of class-rooms	Description	To be occupied
Oyster.....	I	18	New building.....	Sept. 20, 1926
Barnard.....	III	8	do.....	Do.
Truesdell.....	III	8	Addition.....	Do.
Whittier.....	III	8	New building.....	Do.
Brightwood.....	III	16	do.....	Do.
New Bell.....	XIII	18	Addition.....	Do.
Total.....		56		

<sup>1</sup> Also assembly hall and gymnasium.

#### BUILDINGS ALREADY APPROPRIATED FOR

The following buildings for elementary school purposes have already been appropriated for and are expected to be available for use on the date indicated:

School	Division	Number of class-rooms	Description	Probable date of completion
Petworth.....	III	(1)	Addition.....	June —, 1928
West.....	III	(1)	do.....	Do.
Woodridge.....	V	8	New building.....	Aug. 1, 1927
Burroughs.....	V	18	Addition.....	Do.
Amidon.....	VIII	4	do.....	Jan. 1, 1928
Bruce.....	X	8	do.....	Aug. 1, 1928
Smothers.....	XI	4	do.....	Aug. 1, 1927
Total.....		32		

<sup>1</sup> Assembly hall and gymnasium.

<sup>2</sup> Also assembly hall and gymnasium.

#### JUNIOR HIGH SCHOOLS

The junior high school enrolls pupils of Grades VII and VIII of the elementary school and Grade IX or first year of the senior high school. The opening of a junior high school, therefore, brings relief from congestion both to elementary schools and to senior high schools.

#### BUILDINGS OPENED

As has already been stated, the auditorium-gymnasium at the Macfarland Junior High School is the first and only new construction carried in the five-year program which has been completed and occupied. This was made available for use on April 10, 1926.

This provided additional building facilities for physical training work rather than increasing the general capacity of the school.

#### BUILDINGS ALREADY APPROPRIATED FOR

The following is a list of the junior high schools which have been appropriated for under the five-year program:



School	Source of funds	Amount	Net capacity of new accommodations when completed		Description	Probable date of completion
			High-school pupils	Elementary rooms		
Gordon.....	Second deficiency, 1925.	\$100,000			Land.....	
	1927 act.....	200,000	225	12	Building.....	Jan. 15, 1928
Macfarland.....	Second deficiency, 1925.	100,000			Gymnasium-assembly hall.	Apr. 10, 1926
	1926 act.....	125,000	100	6	Classroom wing.....	Feb. 1, 1927
Langley.....	First deficiency, 1926	55,000				
	1927 act.....	100,000	150	9	Gymnasium-assembly hall and wing.	Jan. 15, 1928
Stuart.....	1926 act.....	475,000	225	12	Building.....	Feb. 1, 1927
Hine.....	1927 act.....	100,000	70	7	Addition.....	Do.
	1925 act.....	5,000			Plans.....	
Francis.....	1926 act.....	175,000				
	1927 act.....	267,500	225	12	Building.....	Jan. 1, 1927
Garnet-Patterson.	1927 act.....	200,000	225	12	do.....	Jan. 15, 1928
Randall.....	Second deficiency, 1925.	225,000	75	3	Addition.....	Jan. 1, 1927
Total.....			1,305	73		

The above table shows that junior high school buildings already appropriated for will provide accommodations for (a) 1,305 high-school pupils and (b) 73 classrooms for elementary-school pupils.

#### SENIOR HIGH SCHOOLS

##### ACCUMULATED SHORTAGES IN HIGH SCHOOLS

A study of the enrollments in the high schools as of November 1, 1924, shows a shortage of schoolhouse accommodations for 2,971 pupils.

To relieve this congestion appropriations had already been made for an addition to the Armstrong Technical High School and the Western High School and plans had been made for the opening of the Powell Junior High School. These additional facilities provided accommodations for 1,450 high-school pupils, leaving 1,521 pupils in excess of capacity.

Distributing this shortage equally over a period of five years would make it necessary to open additional accommodations for 304 pupils each year.

On November 1, 1925, enrollment in the high schools and junior high schools of pupils of high-school standing exceeded the capacity of the buildings by 1,693.

##### ENROLLMENTS

On the basis of a study of the enrollment in the high schools for 1913 through 1924 it was estimated that schoolhouse accommodations for 750 additional high-school pupils would be required each year to take care of increased enrollment.

The enrollment in the high schools in 1924-25 showed an increase of 551 over the enrollment in 1923-24.

The enrollment in 1925-26 showed an increase of 201 over the enrollment in 1924-25. Combining these two figures gives a total increase for the two years of 752 pupils or an average increase for the two years of 376 pupils.

## BUILDINGS APPROPRIATED FOR

Relief from the congestion in high schools will be provided by the opening of junior high-school buildings which have already been discussed and by the opening of senior high-school buildings which will now be described.

## M'KINLEY TECHNICAL HIGH SCHOOL

The "second deficiency act, fiscal year 1925," approved March 4, 1925, carries an appropriation of \$1,000,000, together with an obligated appropriation of \$2,250,000, for the construction of a new McKinley Technical High School. The plans have been completed and the contract let and it is expected that the building will be completed and ready for occupancy by September, 1928. It is estimated that the school will accommodate 1,800 pupils.

## BUSINESS HIGH SCHOOL

The five-year school building program act contemplates the erection of a new building to house the Business High School. The appropriations act for 1927 carries an item of \$5,000 for preparing the preliminary plans for the building. It is planned that appropriations for this school will follow the final appropriations for the completion of the McKinley. It is planned to construct a school building which will accommodate 1,500 pupils.

## GENERAL SUMMARY

I have presented in detail the facts regarding congestion in the schools which the five-year school building program act was intended to eliminate, the appropriations which have been made under the provisions of that act, and the amount of relief which the buildings already appropriated for will provide.

I propose now to put these facts into brief summarized statements to show by how much the appropriations up to date have fallen short of being two-fifths of the five-year program.

## THE PROGRAM AS A WHOLE

Whereas the total cost of the five-year school building program is estimated to be \$20,185,000, or \$4,037,000 per year for five years, the total appropriations for the years 1926 and 1927 under this act were only \$6,463,000, or \$1,611,000 below two-fifths of the program.

Whereas the total estimated cost of the school buildings authorized for construction in the five-year school building program is \$16,925,000, the total appropriations for the years 1926 and 1927 under this act were only \$5,058,445, or \$1,711,555 below two-fifths of the five-year program.

Whereas the total cost of the land authorized for purchase in the five-year school building program is \$3,260,000, the total appropriations for the years 1926 and 1927 under this act were \$1,404,555, or \$100,555 above two-fifths of the five-year program.

## ELEMENTARY SCHOOLS

Whereas the total estimated cost of elementary school buildings, exclusive of gymnasium-assembly halls, authorized for construction in the five-year school building program is \$7,600,000, the total appropriations for the years 1926 and 1927 under this act were only \$1,830,945, or \$1,209,055 below two-fifths of the five-year program.



Whereas the total estimated cost of combination gymnasium-assembly halls authorized for construction in the five-year school building program is \$525,000, the total appropriations for the years 1926 and 1927 under this act were \$150,000, or \$60,000 below two-fifths of the five-year program.

Whereas the total estimated cost of grounds for elementary schools, exclusive of school playgrounds, authorized for purchase in the five-year school building program is \$1,715,000, the total appropriations for the years 1926 and 1927 under this act were \$842,055, or \$156,055 above two-fifths of the five-year program.

Whereas the total estimated cost of school playgrounds authorized for purchase in the five-year school building program is \$500,000, the total appropriations for the years 1926 and 1927 under this act were only \$32,500, or \$167,500 below two-fifths of the five-year program.

#### JUNIOR HIGH SCHOOLS

Whereas the total estimated cost of junior high school buildings authorized for construction in the five-year school building program is \$775,000, the total appropriations for the years 1926 and 1927 under this act were \$2,072,500, or \$52,500 above two-fifths of the five-year program.

Whereas the total estimated cost of grounds for junior high schools authorized for purchase in the five-year school building program is \$775,000, the total appropriations for the years 1926 and 1927 under this act were \$355,000, or \$45,000 above two-fifths of the five-year program.

#### SENIOR HIGH SCHOOLS

Whereas the total estimated cost of senior high school buildings authorized for construction in the five-year school building program is \$3,750,000, the total appropriations for the years 1926 and 1927 under this act were only \$1,005,000, or \$495,000 below two-fifths of the five-year program.

Whereas the total estimated cost of grounds for senior high schools authorized for purchase in the five-year school building program is \$270,000, the total appropriations for the years 1926 and 1927 under this act were \$175,000, or \$67,000 above two-fifths of the five-year program.

#### SECTION IV. THE NEW TEACHERS' RETIREMENT ACT

The passage of legislation amending the teachers' retirement law represents additional legislation looking toward the improvement of the teaching service in the District of Columbia. The purpose of this legislation is to provide a more adequate retirement provision for additional employees in the District of Columbia. This is done by increasing the maximum amount on which the teacher makes her contribution to the retirement fund, and by an increase in the amount which the Government contributes as its part of the teachers' annuity fund.

It is a significant fact worthy of particular mention that this legislation represents the first attempt made to modify the original teachers' retirement law, which was approved June 15, 1920. The success achieved in securing the prompt enactment of this legislation is undoubtedly largely due to the manner in which the legislation was organized and presented to Congress. At every step in the procedure, systematic efforts were made to secure unanimity of opinion among those concerned with the legislation before the next step was taken.

##### COMMITTEE ON LEGISLATION IN CHARGE

The legislation was in charge of the committee on legislation of the Board of Education, of which Mrs. William H. Herron was chairman. Rev. F. I. A. Bennett and Mrs. Coralle F. Cook were the other members. The teaching profession of Washington owes Mrs. Herron a debt of gratitude for her leadership in behalf of this legislation.

The superintendent and first assistant superintendents, Kramer and Wilkinson, participated in all conferences having to do with the legislation.

##### TEACHERS' COUNCIL COMMITTEE

The teachers' council was represented in the conferences by a committee, of which Miss M. Gertrude Young, principal of the Peabody-Hilton School, was chairman. Other members were: Mr. W. J. Wallis, head of department of mathematics; Miss H. C. Lasler, teacher, Central High School; Miss Mazie Rose, teacher, Jefferson Junior High School; Miss Evelyn Naylor, teacher, physical training department; Miss M. W. Tarr, teacher, Greenleaf School; Miss Lillian Shackelford, teacher, Henry Wilson School.

Frequent conferences were held by the above mentioned representatives of the school department with the auditor, Maj. D. J. Donovan, who represented the District government; with Herbert D. Brown, of the Bureau of Efficiency, which bureau had been officially requested to make an actuarial study of the status of the retirement fund and the operation of the law since its enactment on January 20, 1920; with F. J. Bailey representing the Bureau of the Budget. These conferences with representatives of the District government and the National Government were held for the purpose of securing unanimity of support for whatever legislation might be subsequently introduced into Congress.

For the teaching profession, the superintendent desires to record the grateful appreciation of the teachers and officers of the sympathetic interest and helpful assistance given the school officials by Major Donovan, Mr. Brown, and Mr. Bailey in the preparation of the bill for introduction into Congress.



On behalf of the great body of teachers in the District of Columbia who will profit by the improved retirement conditions carried in the bill, the superintendent thanks the teachers' council and the other representatives of teacher organizations for their part in securing this legislation. The undivided support of the teaching profession in Washington given this legislation was undoubtedly a material factor in securing an improved retirement law.

#### HEARINGS ON THE BILL

The first hearing on the bill was held before a subcommittee of the committee on the District of Columbia, of which Hon. Frank R. Reid, of Illinois, was chairman. Mrs. William H. Herron, chairman of the legislative committee of the Board of Education, was in charge and presented the following persons, who spoke for the bill:

Dr. F. W. Ballou, superintendent of schools.

Mr. John B. Larner, president Washington Loan & Trust Co. and former president of the Board of Education.

Mr. S. E. Kramer, first assistant superintendent of schools, Divisions I to IX

Mr. D. J. Donovan, auditor, District of Columbia.

Mr. Herbert Brown, Chief United States Bureau of Efficiency.

Mr. G. C. Wilkinson, first assistant superintendent of schools, Divisions X to XIII.

Miss M. Gertrude Young, chairman committee on teachers' retirement, teachers' council.

Miss F. C. Mortimer, president teachers' council.

Miss Selma Borchardt, chairman National Council Federation of Teachers.

Mr. M. Grant Lucas, representing Columbian Educational Association.

Miss Elizabeth Wilson, actuarial advisor, teachers' council.

Miss L. T. Shackelford, representing kindergarten and primary teachers, Divisions X to XIII, teachers' council.

Miss A. C. Kellher, secretary teachers' council.

Mr. G. H. Murray, representing junior and senior high-school teachers on teachers' council, Divisions X to XIII.

Mrs. E. C. Paul, chairman Washington Local Federation of Teachers.

Miss Rebecca Shanley, member committee on teachers' retirement, teachers' council.

Following the passage of the House bill, the Senate Committee on the District of Columbia, of which Senator Arthur Capper, of Kansas, was chairman, held hearings on the bill. The Senate approved the bill as it passed the House with one correction of a clerical error in the bill. The bill passed Congress and was approved by the President on June 11, 1926, and took effect July 1, 1926.

No person gave more generously of his time or showed a more sympathetic interest in the legislation than the auditor, Maj. D. J. Donovan. He frequently made helpful suggestions to the school officials in charge of the measure; he held many conferences with the Bureau of the Budget and with Mr. Herbert Brown of the Bureau of Efficiency, and made one of the most extended statements on the bill before the committees of Congress.

#### REPORT OF THE AUDITOR

In order that those interested in this legislation may have detailed information on the subject, I submit the auditor's report in full, in so far as it relates

to the general provisions of the bill. I have omitted only those detailed recommendations regarding amendments which were necessary to put into operation the general principles discussed by the auditor.

OFFICE OF THE AUDITOR OF THE DISTRICT OF COLUMBIA,  
Washington, May 15, 1926.

To the COMMISSIONERS:

The following report is submitted on H. R. 10051 and S. 3362, each entitled "A bill to amend the act entitled 'An act for the retirement of public-school teachers in the District of Columbia,' approved January 15, 1920, and for other purposes." The two bills are identical, and this report therefore is applicable equally to each.

The purpose of the bill, as indicated by its title, is to amend the present teachers' retirement law and to provide more generous annuities to retired teachers, the increase in the annuities being met partly by a larger contribution by the teacher and partly by a larger contribution by the District of Columbia.

A number of conferences have been held by the auditor with members of the Board of Education, the superintendent of public schools, representatives of the teachers, and Mr. Herbert D. Brown, Chief of the United States Bureau of Efficiency, concerning the several amendments recommended in this report. There is complete agreement on the part of these several persons in the amendments as now submitted. The Director of the Bureau of the Budget, however, has informed the commissioners that the Government (District's) contribution of \$18 per year for each year of teaching service, but not exceeding 30 years, must be reduced to \$15 per year for not exceeding 30 years, so as not to be in conflict with the financial program of the President.

The principal features covered by the amendments are considered in the following order:

#### 1. FIRST PART OF THE ANNUITY

Under the present law a teacher is entitled to 1 per cent of his average annual basic salary received by him during his whole term of service. The maximum amount that may be paid under the first part of the annuity is \$15 per year.

The amendment as carried in the two congressional bills proposes to allow the teacher as the first part of the annuity 1 per cent of his average annual salary received during the 10 years immediately preceding retirement for his whole term of service. Changing the basis upon which the computation of the first part of the annuity is made from the basic salary to the annual salary, and making the computation on the annual salary received during the 10 years immediately preceding retirement operates to the advantage of the teacher in permitting the payment of a larger annuity than under present law. The maximum amount of the first part of the annuity as proposed by the amendment is \$20 per year.

The auditor recommends the approval of the amendment as carried in the two congressional bills, subject to the limitation that for teaching service prior to July 1, 1926, no teacher shall be entitled to a greater service credit than 40 years. As the larger part of this prior teaching service is a cost payable wholly by the District, it is believed the limitation proposed by the auditor is both reasonable and proper, and, moreover, the limitation has been agreed to by all the parties in interest.

Under the present law longevity pay, session-room allowances, and the increase of compensation (bonus) heretofore paid to teachers is excluded in computing the first part of the teacher's annuity. Under the two congressional bills the amounts paid to the teachers for these several purposes is included in the total sum upon which the first part of the teacher's annuity is computed, subject to the maximum salary limitation of \$2,000 referred to later. The auditor recommends the approval of this amendment as it appears in those two bills.

#### 2. MAXIMUM SALARY FOR PURPOSES OF DEDUCTIONS AND BENEFITS

Under the present law the contribution of the teacher can not be computed on a salary exceeding \$1,500. Under the amendment as carried in the two congressional bills the maximum salary is raised to \$2,000, and the auditor



recommends the approval of the amendment in this form. Raising the maximum salary operates to liberalize the first part of the teacher's annuity but wholly at the expense of the teacher.

### 3. MEDICAL EXAMINATION FOR DISABILITY

Under the present law the Board of Education has exclusive power and is not subject as a matter of law to any check in directing the retirement of school-teachers for disability. Under the two congressional bills it is provided that no teacher shall be retired by the Board of Education until examined under the direction of the medical officer of the District of Columbia in charge of medical and sanitary inspection of the public schools. The auditor believes it is entirely proper there should be some check on the right of the Board of Education to retire a teacher for disability. Therefore he proposes that the amendment in this respect shall provide for an examination under the direction of the health officer of the District of Columbia, and as a result of such examination, in his judgment, or in the judgment of two-thirds of the members of the Board of Education, there shall be a finding that the teacher is physically or mentally incapacitated for efficient service before the Board of Education can direct retirement on the ground of disability.

### 4. GOVERNMENT CONTRIBUTION

Under the present law the District of Columbia contributes to the teacher as the second part of his annuity the sum of \$10 for each year of his teaching service for his whole term of service. The two congressional bills propose a contribution by the District of \$20 for each year of teaching service for not exceeding 30 years. The auditor's recommendation was that the District's contribution be at the rate of \$18 for each year of teaching service for not exceeding 30 years. The Director of the Bureau of the Budget, however, has informed the commissioners, under date of May 14, 1926, as follows:

"Under the present law contribution to an annuity from District revenues is \$10 for each year of service without limit as to number of years of service. Under H. R. 10051 and S. 3362 the contribution is increased to \$20, with a limit of 30 years of service. Under the auditor's proposed substitute bill the contribution is made \$18, with a service limit of 30 years. I am authorized by the President to say that the proposed substitute bill will not be in conflict with his financial program if this contribution is made \$15."

### 5. MINIMUM ANNUITY

Under the present law the minimum annuity for retirement for superannuation is \$480 a year and for disability \$420 a year. The two congressional bills propose a flat sum of \$600 a year as the minimum annuity for retirement on either ground. The auditor recommended that the minimum annuity shall be computed on the basis of 1 per cent of the average annual salary received by the teacher during the 10 years immediately preceding retirement for his whole term of service plus a contribution by the District of Columbia of \$16 per year for 20 years for service less than 20 years. Under the direction contained in the letter of the Director of the Bureau of the Budget referred to the contribution must be reduced to \$15 per year.

### 6. APPROPRIATIONS

Under the present law and the existing practice of appropriating moneys to the teachers' retirement fund, Congress appropriates only such amount as may be necessary each year to pay annuities to teachers on the retired roll. In the fiscal year 1926 the appropriation for this purpose was \$61,000; and the District appropriation act for the fiscal year 1927 carries an appropriation of \$70,000. No change is proposed in this method of making appropriations by the provisions of the two congressional bills. The recommendation of the auditor, however, is that there shall be appropriations made each year by Congress to the teachers' retirement fund that will liquidate in a given time the District's accrued liability, fixed as of June 30, 1925, plus an additional appro-

priation each year to take care of the District's normal contribution. If the teachers' retirement fund is to be placed on a sound financial basis, the amendment proposed by the auditor should be enacted into law.

No actuarial valuation has yet been made of the operation of the teachers' retirement law from March 15, 1920, to the present time, although data to accomplish this purpose has been obtained from the records of the auditor's office and of the Board of Education by representatives of the Bureau of Efficiency, and the chief of that bureau, Mr. Herbert D. Brown, has kindly agreed to make such valuation when the opportunity presents itself.

Actuarial computations, however, have been made of the cost of the teachers' retirement law under the amendments proposed by the two congressional bills, and modifications of those amendments and additional amendments recommended by the auditor, as well as under the reduced rate of contribution by the District from \$18 per year to \$15 per year.

Considering, first, the amendments as contained in the two congressional bills, the actuaries report that an appropriation representing 4.08 per cent of the annual pay roll should be made each year over a period of approximately 30 years to liquidate the accrued liability of the District, computed as of June 30, 1925. Based on the present pay roll this would call for an initial annual appropriation of \$230,540. To take care of the District's normal contribution calls for an additional appropriation of 2.16 per cent of the annual pay roll, or an initial appropriation, based on the amount of the present pay roll, of \$122,051. Therefore, for the first year the total appropriation required under the amendment proposed by the auditor, based upon the provisions of the two congressional bills, would be \$352,591. The amount of the appropriation to be made each year after the first year would depend upon an annual actuarial determination.

Under the changes in the two congressional bills recommended by the auditor, the actuaries report that 4.05 per cent of the pay roll should be appropriated during a period of approximately 30 years to liquidate the accrued liability as of June 30, 1925, and the initial appropriation for this purpose, based on the amount of the present pay roll, would be \$228,845. To provide for the normal contribution of the District to the teachers' retirement fund calls for an appropriation of 1.94 per cent of the annual pay roll, and the initial appropriation, based on the amount of the present pay roll, would be \$109,620. The total initial appropriation for both purposes under the changes recommended by the auditor amounts to \$338,465.

Under the change required to be made as set forth in the letter of the Director of the Bureau of the Budget, reducing the District's contribution to \$15 per year for not exceeding 30 years, 3.48 per cent of the pay roll should be appropriated during a period of approximately 30 years to liquidate the accrued liability as of June 30, 1925, and the initial appropriation for this purpose, based on the amount of the present pay roll, would be \$196,637; and to provide for the District's normal contribution, 1.65 per cent of the annual pay roll is required, and the initial appropriation, based on the amount of the present pay roll, would be \$93,233, or a total initial appropriation for both purposes of \$289,870.

#### 7 OUTSIDE TEACHING SERVICE

Under the present law a teacher appointed to the public schools of the District of Columbia may receive credit for teaching service in schools outside the District of Columbia for annuity purposes for not exceeding 10 years without cost to the teacher. Under the congressional bills it is proposed that the teacher may elect to receive credit for teaching service outside the public schools of the District of Columbia for not exceeding 10 years, provided the teacher shall deposit to the credit of the teachers' retirement fund a sum equal to the contributions that would have been required of the teacher if such service had been rendered in the public schools of the District of Columbia, with interest at 4 per cent per annum, compounded annually. Should the teacher elect not to purchase outside teaching service he would not be entitled to credit for such service in the computation of his annuity at the time of his retirement. The auditor recommends the approval of this amendment.

#### 8. REINSTATEMENT OF TEACHER

Under the present law a teacher who has been separated from the public schools of the District of Columbia is not required upon reinstatement to



redeposit the contributions withdrawn by him from the retirement fund at the time of his separation but is nevertheless entitled to credit for all previous teaching service in the computation of his annuity. Under the congressional bills it is required that the teacher shall upon reinstatement reposit the contributions withdrawn by him from the retirement fund on his separation, in the computation of his annuity. The auditor recommends the approval of this amendment, with the additional provision added thereto that no credit for previous service shall be given in any case of reinstatement where the teacher has been separated from teaching service in any public-school system for more than five years.

#### 9. OPTIONAL BENEFITS

Optional benefits are not provided for under the present law nor under the two congressional bills. The auditor recommends the approval of an amendment for optional benefits under which, in the case of the death of an annuitant, no part of the deductions made from his salary, with the interest thereon to the credit of his account, shall be returned to his estate unless prior to his retirement he shall have selected, under the provisions of such rules and regulations as the Commissioners of the District of Columbia shall prescribe, an annuity which shall carry with it a provision for the return of the unpaid principal, or for the continuance of all or part of the annuity as a survivorship annuity.

#### 10. ACTUARIAL VALUATION

Under the present law an actuarial valuation is required to be made every third year. Under the congressional bills this valuation is required to be made each year. The auditor agrees that an actuarial valuation annually is desirable.

#### 11. TEACHERS ON RETIRED ROLL

Under the present law teachers on the retired roll receive 1 per cent of the average annual basic salary paid to them during their whole term of service plus a contribution by the District of Columbia of \$10 per year for each year of their whole term of service. Under the congressional bills teachers on the retired roll would receive benefits of increased annuities through the allowance of 1 per cent of their average annual salary (as against average annual basic salary under present law), which shall include longevity pay, session-room allowance, and increase of compensation (bonus) received by the teacher during the 10 years immediately preceding retirement for his whole term of service plus a contribution by the District of Columbia of \$20 per year for not exceeding 30 years. The auditor recommended the approval of this amendment, subject to a reduction in the contribution by the District of Columbia from \$20 to \$18 per year, for not exceeding 30 years, and with the provision that no reduction shall be required in the amount of the annuity now being paid to any retired teacher. Under the direction contained in the letter of the Director of the Bureau of the Budget, the District's contribution must be reduced to \$15 per year for not exceeding 30 years.

The maximum annuity payable to a teacher under existing law, based upon 30 years' service, is \$750, the teacher contributing \$450, or 60 per cent, and the District of Columbia \$300, or 40 per cent.

Under the substitute amendment recommended by the auditor the maximum years' service would be \$1,200, the teacher contributing \$600 and the District of Columbia \$600.

Under the substitute amendment recommended by the auditor the maximum annuity for 30 years' service would be \$1,140, the teacher contributing \$600, or 53 per cent, and the District of Columbia \$540, or 47 per cent.

Under the substitute amendment approved by the Budget Bureau the maximum annuity for 30 years' service would be \$1,050, the teacher contributing \$600, or 57 per cent, and the District of Columbia \$450, or 43 per cent.

After 30 years of service the District of Columbia would no longer contribute to the annuity of the teacher, but the teacher's contribution will continue until

his retirement. The increase in the amount of the annuity after 30 years is therefore the increase represented solely by the teacher's continued contributions.

It is requested that the commissioners, in submitting their report to the chairmen of the Senate and House Committees on the District of Columbia, recommend favorable action on S. 3362 and H. R. 10051, subject to the amendments of the auditor and to the limitations of \$15 per year for not exceeding 30 years as the District's contribution to the annuity of the teacher, in conformity with the statement of the Director of the Bureau of the Budget that he is authorized by the President to say that "the proposed substitute bill will not be in conflict with his financial program if this contribution is made \$15."

D. J. DONOVAN,

*Auditor of the District of Columbia.*

The above report of the auditor represents the combined agreements of all parties concerned in this legislation, with the exception of the provision suggested by the Bureau of the Budget, limiting the contributions of the Government to a period of 30 years.

The report of the committee of the House on this point is as follows:

"It is to be noted that the bill now before the House accepts every modification proposed by the auditor in his report except the provision to limit the contributions of the Government to a period of 30 years. Your committee feels that it would be more equitable to make this period of contribution 40 years in accord with the limitation of service payment for the teachers as proposed in this bill."

The report of the Senate Committee on the District of Columbia has this to say with regard to the provision of 40 years as carried in the House bill, rather than 30 years as recommended by the Bureau of the Budget:

"The bill is the outcome of careful study and conference by and between representatives of the teachers' council, the Board of Education, the superintendent of public schools, the District commissioners, District auditor, United States Bureau of Efficiency, and the Budget Bureau. It has the unqualified approval of all, except that the Budget Bureau recommended limitation of the District government's contribution to a period of 30 years instead of 40 years. Inasmuch, however, as the District government under present law contributes for an unlimited period (though a somewhat smaller amount), and as the teachers themselves, under the proposed bill, will continue to contribute to the very end of their term of service, in some cases exceeding 50 years, the House of Representatives and your committee have approved the provision for a maximum of 40 years' contribution by the District government. In many cases, probably the majority, the District government's contribution will not extend over such a long period as 40 years.

"Under the present law, which this bill corrects, several teachers who have been retired because of physical or mental disability receive as little as \$420 per year. The average amount of annuity received by those on the retired list is approximately \$750, and only four of the 83 annuitants receive as much as \$1,000 though in many cases the service records cover a period of more than 50 years. The maximum period of service of any of those on the retired list is 56½ years. Undoubtedly the passage of this bill would tend to increase the efficiency of the teaching staff of the District, inasmuch as teachers who have given the best years of their lives to the public-school service hesitate to retire, and the Board of Education is reluctant to force retirement even in cases of undoubted disability due to advanced age or lowered physical condition, because of the utter inadequacy of present annuities. The present situation, therefore, is detrimental not only to the interests of the teachers but of the school children of the District of Columbia.

"Another reason for recommending a maximum of 40 years' contribution by the District government, instead of 30 years, is that otherwise teachers of long service retiring hereafter will receive less than those already retired under the provisions of the present law."

The law as passed provides for a contribution of \$15 per year of service over a period of 40 years.



## SECTION V. THE WORK OF THE BOARDS OF EXAMINERS

The boards of examiners are established by law for the purpose of conducting the examinations held to qualify persons for appointment to teaching and other positions in the school service. For this function two boards of examiners are provided, one for Divisions I to IX, white schools, and the other for Divisions X to XIII, colored schools.

All persons desiring teaching positions in the school service, except the graduates of the Wilson Normal School and the Miner Normal School, are required by law to pass a written and oral examination prescribed by the board of examiners.

Each board is made up of the superintendent of schools as chairman *ex officio*, a chief examiner, and not less than four nor more than six additional members appointed by the Board of Education from among the teaching and supervisory staff of the public schools. With the exception of the chief examiner in Divisions I to IX who devotes his time exclusively to this position, all members of the boards of examiners serve without additional compensation. The following reports of the chief examiners give detailed information regarding the scope and character of the work carried on by the respective boards and are presented as a part of the superintendent's report.

### BOARD OF EXAMINERS, DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS.

Sir: This report consists of two parts: I. Synopsis of examinations; II. General comments.

#### I. SYNOPSIS OF EXAMINATIONS

Number taking, 641; number passing, 275.

#### NOTES

(1) The number appearing first within each parenthesis represents the number taking the examination; the number appearing second represents the number passing.

(2) No one was reported as passing who had not submitted all proofs of qualifications demanded and had not been certified as physically eligible to teach by the medical authorities.

(3) There was a decided falling off in the number of those taking the examinations because of the small number of appointments during the year just closed.

#### A. REGULARLY SCHEDULED EXAMINATIONS (503-210)

1. September 10, 1925: Day junior high. 2a salaries, credentials (20-11).  
September 10-11, 1925: Day junior high. 2a salaries, written (32-10).

2. December 22-23, 1925—Special subjects (92-54). Day senior high, 3a salaries, written (32-24): Art (8-8), domestic art (4-3), domestic science (4-3), mechanical drawing (5-3), music (5-4), physical training—Men (2-1), women (4-2). Day junior high, 2c salaries, (21-11): Art (5-2), domestic art (4-2), domestic science (2-1), mechanical drawing (3-3), music (4-3), physical training—Men (1-0), women (2-0). Day elementary, 1a salaries, (39-19): Art (4-4), domestic art (10-4), domestic science (3-2), music (8-6), physical training (6-2), manual training (5-0), painting (1-0), sheet metal (2-1).

3. March 30-31, 1926—Academic subjects (191-68): Day senior high, 3a salaries (135-49)—Applied arithmetic (3-1), biology (4-2), chemistry (2-1), English (30-14), French (10-4), general science (6-3), history (23-8), Latin (8-3), mathematics (19-3), physics (4-1), science of accounts (2-1), Spanish (11-3), Gregg shorthand and typewriting (13-5). Day junior high, 2c salaries (56-19)—Applied arithmetic (2-1), English (18-7), French (3-0), general science (9-4), history (9-2), Latin (1-1), mathematics (5-0), science of accounts (1-1), Gregg shorthand and typewriting (8-3).

4. May 22, 1926: Day junior high, 2a salaries, written (34-11).

5. June 4, 1926: Day junior high, 2a salaries, credentials (45-19).

6. June 4, 1926: Administrative and teaching principalships in elementary schools (36-20), administrative (25-17), teaching (11-3).

7. June 15, 1926: Annual substitutes, credentials (44-17)—Field No. 1 (18-8), field No. 2 (7-4), field No. 3 (8-0), field No. 4 (11-5).

#### B. SPECIAL EXAMINATIONS (125-65)

1. Clerks (74-19): November 7, 1925, stenographers (20-6); April 17, 1926, stenographers (16-2); June 12, 1926 (38-11)—Stenographers (17-2), general clerical (21-9).

2. Elementary schools (6-6): May 22, 1926, plumbing (1-1); June 15, 1926, atypical (1-1), ungraded (3-3), orchestral (1-1).

3. Special qualifying examinations (35-35). (NOTE.—Each a separate examination.) Night schools (19-19), elementary schools (8-8), junior high schools (5-5), senior high schools (1-1), census enumerators (2-2).

4. June 14-22, 1926, Wilson Normal School, credentials (10-5) (demonstration lesson and oral examinations): Kindergarten theory and practice (2-1), principles of education and teaching (1-1), geography (2-0), practice teaching in primary grades (4-3), practice teaching in kindergartens (1-0).

#### C. OUTSIDE THE SYSTEM (13- )

1. January 20-21, 1926: Preliminary Annapolis Academy (13- ).

### II. GENERAL COMMENTS

The regular meetings of the board of examiners occurred on Thursday of each week throughout the year beginning at 3 p. m. except when it was impossible to have them, in which case due notice was given to all parties concerned.

Forty-nine meetings were held, 17 during the month of June, varying in length from one and one-half hours to five hours. The minutes of the various meetings show in detail the matters considered. A brief summary of the most important matters follows:



## 1. NEW REGULATIONS

The circular with reference to examinations for 1925-26 contained new regulations, due notice of which had already been given, and stated that other and after which they would become effective.

(a) *Closing of examinations and reporting merged lists of eligibles.*—1. No one shall be admitted to any examination unless actually eligible to take the examination at that time and has furnished satisfactory proofs of the same.

2. An examination is completed and declared closed on the Tuesday before the third Wednesday in February or June, as the case may be, next following the date of the examination in question, and beyond that date no further consideration will be given to the cases of those who took said examination and whose record is incomplete.

3. The names of those who have furnished proofs of eligibility, etc., and have passed all required examinations shall be certified to the Board of Education upon the completion of the examination, and necessary appointments shall be made from the merged lists complete by that date.

Provision No. 2 was put in Circular of Examinations for 1925-26. Provisions No. 1 and No. 2 are to appear in future circulars. It is obvious that the date for closing the Easter examination because of provision No. 1 will come much earlier than that set for 1925-26. The exact date will be determined and inserted in the circular for 1926-27.

(b) *Citizenship.*—The following rule proposed by the board of examiners was adopted by the Board of Education at its meeting of November 3, 1925:

"On and after November 4, 1925, no person shall be appointed to any position in the public schools of the District of Columbia who is not already a bona fide citizen of the United States or who has not already taken out papers to become a naturalized citizen of the United States and is not at the time of appointment taking all steps necessary to perfect the same. In each case certified evidence from the proper authorities must be submitted."

2. *Administrative and teaching principalships.*—There were two plans of promotion promulgated during the year, one for the year 1925-26, the other for the year 1926-27. Early in the year a plan was drawn up after consideration of the following plans:

1. That considered during the year 1924-25.
2. That proposed by a teaching group during the year 1924-25.
3. That proposed by the Teachers' Council.
4. The recent Group B plan.
5. The recent junior high school 2a plan.

The final plan promulgated for 1925-26 was that adopted by the assistant superintendents in joint session and lists were prepared in accordance therewith for 1925-26. Later the plan adopted by the assistant superintendents for 1926-27 was promulgated as the basis for formation of eligible lists for 1926-27.

A very careful and comprehensive system of marking based wherever possible upon information furnished from official sources was used for both of the above examinations.

3. *Annual substitutes.*—The plan which had been in force to obtain annual substitutes for the year 1925 was modified in several particulars, chief among which was the requirements as to choice of subjects in the senior high school general field so as to obtain a body of substitutes with more diversified experience.

4. *Junior high schools (2a salaries).*—Special letters were sent to those in the system who had applied to take credentials examinations urging them to complete the eligibility requirements as it was the intention to have no more such examinations after July 1, 1926, and that one list of those qualifying either by credentials or by written examinations would be submitted to the Board of Education at the close of the school year 1925-26. A special comprehensive circular with reference to the formation of lists of eligibles for junior high school 2a salary positions was sent out to the entire public-school system as well as to all those applying from outside the system. Although the new plan was distinctly to the advantage of the older teachers in the system and they were so informed, only one or two took advantage of it. No examinations in Latin, French, or Spanish are to be held for 2a salary positions.

5. *Normal-school teacherships.*—Plans for appointment or promotion to normal-school teacherships were discussed at length and tentative plans submitted to the superintendent. The plan promulgated was that adopted by the superintendent and first assistant superintendents in conference with the chief examiners. Owing to the shortness of time, the newness of the stipulated requirements, and the small salaries available for such positions the results were not gratifying.

6. *Clerks.*—Great difficulty has been experienced in obtaining list of eligibles for positions as stenographers due either to too high prerequisite qualifications or insufficient notice. It may be that the salary inducement is not sufficiently attractive.

7. *Placing.*—Placing rules were amended so as to allow placing for senior high-school (3a salaries) appointees for teaching in accredited colleges and normal schools when such teaching was in reality of high-school subjects, and high-school methods were used. The "placing" situation is normal.

8. *Retirement.*—Much time has been spent in making certificates for retirement purposes.

9. *Group B.*—Proposed plans for promotion to Group B were considered briefly and preliminary report is to be made at the meetings in September, 1926.

10. *Special teachers in elementary schools.*—The prerequisite qualifications for such applicants to enter our examinations have been the subject of many hours of consideration. The main difficulties in the way have been: (1) The lack of uniformity in the courses in the two normal schools; (2) the difference in emphasis placed upon those subjects which differentiate one course from another.

11. *Nomenclature of high-school subjects.*—A serious obstacle in the way of preparing a general circular of information as to the equalization of fields of work to constitute major subjects has been the lack of standardization in the nomenclature of high-school subjects. Much study has been given to this work and the board of examiners is awaiting the opinion of the high-school principals with reference to certain tabulated suggestions made by the board of examiners.

12. *Credentials.*—The checking up of examinations and evaluation of credentials submitted by applicants as a required part of examinations is fast assuming proportions of such magnitude as to put upon the board of examiners a vast amount of clerical work which makes it impossible for it to function properly. It is vitally necessary that work in this respect be reduced to a minimum under present conditions. The board can get help in the correction



of examination papers. It can get none in the matter of handling the mass of certificates which pour in.

In conclusion, the board of examiners desires to express its profound sense of loss, both personally and officially, because of the recent sudden death of Mrs. Frances E. Buckingham, for two years a member of the board of examiners. It came as a distinct shock to all of us.

The board of examiners will be without the services of Miss Sarah E. Simons, head of the department of English in the high schools, who has served continuously since the passage of the organic act of 1906.

The ever-increasing heavy duties devolving upon Miss Simons as head of the English department rendered it impossible for her to remain on the board of examiners, and at her own request she has been relieved of those duties which had been performed so efficiently and at such great personal sacrifice during the past 20 years. Together we organized the board of examiners in 1906 and continued it through all the periods of the greatest stress and strain, and it is with genuine regret that I must say good bye to Miss Simons as a member of the board on which she has rendered such invaluable service to the public schools of Washington.

Thanking the members of the board of examiners and you, Doctor Ballou, for all your many courtesies and kindnesses, I am,

Yours respectfully,

HARRY ENGLISH, *Chief Examiner.*

#### BOARD OF EXAMINERS, DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS.

SIR: The work of the board of examiners, Divisions X to XIII, for the school year 1925-26 is reported as follows: I. Examinations: (1) Written, (2) credentials, (3) qualifying. II. Placements.

#### I. Examinations

##### 1. WRITTEN

Date	Type	Subject	Number taking	Number passed
Dec. 21, 1925	Senior high (3A)	Bricklaying	1	1
		Domestic art	2	1
		Domestic science	3	2
		Free-hand drawing	1	0
		Mechanical drawing	1	0
		Millinery	1	1
		Physical training	1	0
		Printing	1	0
			11	5
Do.	Vocational (1A)	Domestic art	3	0
		Domestic science	4	0
		Woodwork	2	0
			9	0
Do.	Elementary (1A)	Physical training	1	0
		Atypical	1	0
		Nature study	2	0
		Music	2	1
		Ungraded boys	2	1
		Ungraded girls	1	1
			9	3

## I. Examinations—Continued

## 1. WRITTEN—Continued

Date	Type	Subject	Number taking	Number passed
Mar. 29, 1926	Senior high (3A)	Biology	2	2
		Chemistry	3	2
		English	15	6
		French	3	2
		Commercial geography	1	0
		History, A. and M.	3	1
		History, E. and M.	6	2
		History, M. and M.	1	1
		Music	1	0
		Latin	2	2
		Mathematics	7	1
		Science of accounts	2	1
		Spanish	3	0
			49	20
Do	Junior high (2C)	English	4	3
		General science	3	1
		History, E. and A.	1	0
		Mathematics	3	0
		Spanish	1	0
			12	4
Do	Junior high (2A)	Clerical practice	6	1
May 20, 1926	do	English and history	2	0
		English and general science	1	0
		Home economics	1	0
		Fine arts	2	2
			6	2

## 2. CREDENTIALS

Sept. 17, 1925	Senior high (3A)	Annual substitutes	5	5
	Elementary (primary)	do	17	13
	Elementary (intermediate)	do	8	7
			30	25
Oct. 15, 1925	Elementary	Teaching principals	11	7
		Administrative principals	12	10
			23	17
May 22, 1926	Junior high (2A)	English and geography	3	1
		English and history	5	5
		English and mathematics	1	1
		Mathematics and history	2	2
		Mathematics and geography	1	1
		Mathematics and general science	3	3
		History and general science	1	1
		Domestic art	3	0
		Music	1	1
		Physical training	1	1
			21	16
June 4, 1926	Elementary	Teaching principal	12	0
		Administrative principal	18	13
			30	22
June 15, 1926	Senior high (3A)	Annual substitutes	4	2
	Junior high (2C)	do	3	3
	Elementary (primary)	do	12	7
	Elementary (intermediate)	do	3	3
			22	15



*I. Examinations—Continued*

## 3. QUALIFYING

Date	Type	Subject	Number taken	Number passed
Sept. 24, 1925	Junior high	Annual substitutes	2	2
	do	Sheet metal	1	1
	Normal	Principles of education	1	1
Oct. 2, 1925	Night	Shorthand	1	1
	Junior high	Woodwork	1	1
	Normal	Case sociology	1	1
Oct. 6, 1925	Senior high	Building trades	1	1
	Night	Bricklaying	1	1
	Elementary	Delinquent	1	1
	Director	Music	1	1
Oct. 24, 1925	Elementary	Ungraded boys	3	3
	do	Ungraded girls	1	1
Dec 1, 1925	High	Military instructor	1	1
Dec. 4, 1925	Elementary	Ungraded boys	1	1
Feb. 16, 1926	Head of department	Business practice	1	1
Feb. 17, 1926	Director	Music	1	1
May 15, 1926	Vocational	Bricklaying	1	1
			20	20

## SUMMARY OF EXAMINATIONS

Subject	Number taking	Number passed
Written	102	35
Credentials	126	95
Qualifying	20	20
Total	248	150

*II. Placements*

Placements allowed	14
Placements disallowed	7
Total	21

Very sincerely,

MARION P. SHADD,  
*Chief Examiner, Divisions 10-13.*

## SECTION VI. EDUCATIONAL RESEARCH IN WASHINGTON PUBLIC SCHOOLS

Educational research is carried on in the public schools of the District of Columbia under the direction of two assistant superintendents, one in Divisions I to IX and one in Divisions X to XIII. The work of these two officers has to do largely with giving general intelligence tests and educational achievement tests to children throughout the school system, particularly in the elementary and junior high schools.

In many instances these tests reveal striking differences among children of the same grade as to their general ability, their rate of school progress, and other conditions relating to their status in the schools.

This information gathered by the research departments is placed at the disposal of the school officials and the teachers who are responsible for the grouping and the instruction of these pupils.

This information, along with other information concerning the pupils, is used as a basis of classifying pupils in such a manner as to make it possible for the pupils to get the largest amount of benefit from the instruction provided. Every effort is made to adapt the school system and the classroom instruction to the varying needs, capacities, interests, and abilities of the children in the public schools.

At my request, Assistant Superintendent H. H. Long, in Divisions X to XIII, has prepared a brief statement on the significance of individual differences among children. Similarly, Assistant Superintendent Jessie La Salle, in Divisions I to IX, has prepared a statement at my request, covering the attempts which are being made in the public schools of Washington to adjust the schools to the individual differences of pupils. These two articles provide the basis for carrying on educational research in our schools.

Following these two articles will be found the usual annual reports submitted by these two officers, indicating the work undertaken in the two divisions of the school system during the past school year. These articles are worthy of careful reading by those interested in the development of educational research of our school system.

### 1. INDIVIDUAL DIFFERENCES AMONG CHILDREN

(By HOWARD H. LONG, Assistant Superintendent of Schools)

One of the outstanding facts of human nature is the differences among individuals. But for such differences we should be unable to recognize one person from another. A casual acquaintance may not enable us to recognize differences between identical twins, but persons closely associated with them recognize the differences with ease. These physical differences are of course patent. A little more than a half century ago students of human nature began to realize that individuals differ quite as much mentally as physically, and to believe that these differences, like physical differences, are hereditary in character. The doctrine attributes to our native make-up the wide differences observed among children and adults. Accordingly one can by taking thought add no more to his mental equipment than he can to his height. Both mental and physical growth then have set limits which are not within the control of the individual or society. How far these differences are dependent upon heredity



and how far upon environment is a moot question which we need not consider here. Suffice to say that pupils, as we find them in schools, are widely different in respect of mentality and other personality traits. If we accept the current intelligence mensuration, we may say that generally the most gifted pupils are five or six times as gifted for the mastery of school work as the least gifted.

The doctrine of individual differences in the liberal sense has found striking confirmation in test results. Human beings range from idiots to geniuses. The Binet I.Q. range is from about 20 to approximately 200. Intelligence tests enable us to describe with marked definiteness the relative abilities of pupils and to discover differences which otherwise would go unrecognized. The widespread influx of test results makes the universality of individual differences, arising from whatever source, an established fact.

At first glance one wonders how it is possible to give a quantitative description of intelligence. Alfred Binet, a Frenchman, devised the first effective unit of measure as well as the first effective measuring instrument of intelligence. The unit is the mental age. If we administer an intelligence test to a large number of unselected children and distribute the scores according to ages, we may accept the average age-scores as descriptions of the levels of development of normal children at the respective ages. These mental growth levels are called mental ages. The average score of 10-year old children, then, is the score-equivalent of a mental age of 10 years and so for the average scores at other age levels. It is to be noted that such a scale is not arbitrarily constructed. The children themselves determine what score shall be the equivalent of, say, 9-year mental age. The scale is fitted to the child, not the reverse. Once such a scale is completed, it may be used to reverse the process so far as the individual or selected group is concerned. The child may be measured and described in relation to the average score of his age. He is at, above, or below the average.

It was soon found that the intelligence of a child could not be adequately described in terms of mental age alone. Mental age simply tells how much mental growth has taken place. There is need of some measure of the amount of retardation or acceleration. Binet used the difference between the mental age of the child and the mental age he ought to have at his chronological age. The objection to this measure is that it varies in quantity at different age levels. It is not a constant value. A child 6 years old chronologically and 4 years old mentally has a retardation of 2 mental years. At the same mental-growth rate, when he is 15 years old, he will have a mental age of 10. The difference is now 5 years. The difficulty has been partly obviated by dividing the mental age by the chronological age. This value is technically known as the intelligence quotient or the I. Q. We can see how it works by applying it to the example above. At 6 years of age this value is  $4/6$  and at 15 years of age it is  $10/15$ . Obviously these values are the same, namely, 0.66 plus. The I. Q. then describes the rate of growth up to mental maturity. Experimental studies tend to establish the fact that it is essentially a constant. The I. Q. therefore, is a means of predicting one's ultimate mental development or growth. If an individual at 6 years of age has an I. Q. of 0.50, we may say that there is a high probability that at 14 years of age he will have a mental age of 7, and, since mental growth apparently stops at about 16, that it is highly probable that his ultimate mental growth will roughly correspond to that of an 8-year-old child.

Thus it is seen that in the mental age and the I. Q. we have a very practical means of describing the individual differences of children in respect of in-

teelligence. In actual practice there has grown up a quite widespread misconception that the I. Q. alone can be used for the purpose of grading pupils. This misconception may lead to rather serious difficulties in child adjustment, for it is obvious from the foregoing discussion that the I. Q. is a constant and hence tells us nothing of the development level of the child. A child at 3 years may have an I. Q. of 100, he will have the same I. Q. at 16; but at 3 he is not ready to enter the kindergarten whereas at 16 he ought to be well advanced in high school. We see that the mental age at least must be used in grading pupils. It tells us whether a child has grown sufficiently mentally to do the work of a given grade. It describes the absolute mental growth whereas the I. Q. describes the rate of mental growth. The following is an approximate correlation table for normal pupils showing the age, intelligence, and achievement levels which should correspond:

Chrono- logical age	Mental age	Grade	Chrono- logical age	Mental age	Grade
6	6	1	12	12	7
7	7	2	13	13	8
8	8	3	14	14	9
9	9	4	15	15	10
10	10	5	16	16	11
11	11	6	17	17	12

In an actual situation, however, pupils do not fit neatly into the requirements of this scheme, even though they have average intelligence. The reason is that school achievement is the result of a large number of factors, only a few of which we are at present able to measure with even practical accuracy. In a single grade, for instance, achievement tends to vary directly as mental age, intelligent quotient, and grade, but inversely as chronological age. As a consequence of this state of affairs, pupil placement in school becomes a complex problem which can not be solved by rule-of-thumb. The individual child must often be viewed in the light of these variables, and in the light of others which may be fairly well estimated by competent persons well acquainted with him. Thus we see the importance of competent teacher judgment.

Individual differences demand different educational treatment. High I. Q.'s mean that the pupils possessing them are capable of progressing more rapidly through school than pupils with low I. Q.'s. They can achieve more in a given time. The traditional school program and curriculum are devised to meet the needs of pupils who are developing at the average rate. But there are those developing much more rapidly and those developing much more slowly than the average. They are the accelerated and retarded pupils. The ordinary program does not meet their needs. Obviously if the school is to function properly, it must provide especially for these extremes. The slow-developing pupil must be allowed to progress at a rate commensurate with his ability and under conditions which will not call special attention to his handicap. Such a pupil requires more repetition in learning. The mastery of certain more abstruse principles must be deferred until further development has taken place or never attempted at all. There may be not only less progress in the case of such a pupil, but sometimes there must be qualitatively different progress.

Two methods of caring for the mentally accelerated pupil have been proposed: (a) Enriching the program for him at a given grade level so that he goes through school at the normal rate but accomplishes a good deal more than his average associates. This enrichment may well consist of projects requiring extra reading and inquiry, extra-curricula activities, or other special assignments which the pupil accepts voluntarily from a list of possible ones.



(b) Allowing the pupil to skip grades as rapidly as he qualifies. A bright pupil may under this plan save several years during his primary-elementary career. These two approaches to the problem are essentially the same. The enriching-program procedure is in reality accelerating. In the ordinary grades there is so much repetition and reviewing that usually there is no way of preventing the bright child from progressing faster than the dull one, even though we may, by keeping him in the room with other children, ostrich-like, deny it recognition. When one administers an achievement test, one is often amazed at the accomplishment of bright children without obvious opportunity to make such progress. They get information and attitudes in various ways. Experiences and nuances of experiences which have very little meaning for handicapped children have a rich meaning for them and establish important connections in their minds.

The obvious approach to the difficulties of the handicapped child is to require less of him than of the average. His progress will be slower. Minimum essentials must be stressed. His curriculum must be nicely differentiated to meet his needs. Instructions must be specific and concrete. Manual activities may in extreme cases assume the major rôle. The teacher and officer in charge must leave no stone unturned in order to adjust him to a level of activity which fits his ability and at which he may be happy in carrying his part of society's burden.

What happens if these differences are not recognized? Many evils follow. High school-mortality rates, retardation, truancy are among them. Space does not permit anything like an adequate discussion of them. Let us select for consideration one of the far-reaching effects; namely, bad personality traits or associates. The bright child may tower far above his average and handicapped associates. He may thus place an exaggerated estimate upon his ability. Generally speaking he meets only success and that with ease. He may assume a superior air, become a snob, and underestimate the seriousness of life's problems. Self-satisfaction renders him unable to compete successfully with his equals. For him a crass world which ignores ego-phantasies holds disappointment. Such a person tends toward a paranoid personality the essence of which is exaggerated egotism and marked suspicion that he is being persecuted.

The handicapped child, on the other hand, constantly meets failure. He may acquire feelings of inadequacy. Failing to get desired approval by succeeding in his class work, he may set out at least to get attention. If it can not be had according to the conventions of school life, it must be got otherwise. His very nature calls for it. He may become a trouble-maker, a fighter, insubordinate to his teacher, or his inferiority feeling may find expression through truanting, lying, or stealing. These behavior tendencies are flights from the reality of failure and point to serious consequences in later life.

It is the business of the school to provide a wholesome environment for the child. Among its first concerns is to see that no part of that environment is detrimental. The child must have a wholesome freedom to realize the best that is in him. He must be accepted into school life heartily on the basis of his native and acquired abilities. The school situation must not throw into too bold relief either his superior or his inferior abilities. His problem and that of the school is to render the best possible account of whatever capital he has. His educational diet must be one of happy admixture of success and failure.

## 2. ADAPTING THE SCHOOL SYSTEM TO INDIVIDUAL DIFFERENCES AMONG PUPILS

(By Miss JESSIE LA SALLE, Assistant Superintendent of Schools)

Mr. Long has presented the significance of individual differences. I shall now present the work of the department of educational research in Divisions I to IX in helping to adjust the educational program to these differences.

It is quite obvious that with a knowledge that differences in mentality are to be expected in children, our first task was to make a survey of the mental capacity of the elementary school children so that we might know to what extent these differences existed and the proportion of children falling in the various classes, genius, brilliant, average, dullard, feeble-minded or so defective mentally as to be incapable of profiting by public-school instruction.

To that end we have devoted much time to the getting of intelligence ratings. We have tested in all 42,347 children, from kindergarten to second year high school in all sections of the city, using 76,868 group intelligence tests and 1,334 individual tests for this purpose.

At the close of school June, 1926, there were in the elementary schools 21,188 of these tested pupils. A tabulation of their intelligence ratings shows—

Noneducable, below 50 I. Q.	Atypical, 51-75 I. Q.	Dullard, 76-90 I. Q.	Average, 91-110 I. Q.	Brilliant, 111-140 I. Q.	Genius, 141-186 I. Q.
7	975	3,714	10,133	6,234	125

There still remain 14,869 pupils to test. With the range of sampling so extensive, 58.8 per cent, and taken from every section of the city, we have every confidence in the belief that the range of variability and per cent falling in each group will not be appreciably different and that we can therefore safely assume that Washington public schools have a range of intelligence from 50 to 186 I. Q., distributed in groups as follows:

Noneducable, below 50 I. Q.	Atypical, 51-75 I. Q.	Dullard, 76-90 I. Q.	Average, 91-110 I. Q.	Brilliant, 111-140 I. Q.	Genius, 141-186 I. Q.
12	1,653	6,320	17,245	10,610	212

The public schools have been having little trouble with the academic success of the average child in the elementary schools. The problems lie with the groups above and below the average. According to this, therefore, 10,822 above-average children and 7,978 below-average pupils need curriculum adjustments, a total of 18,800, or over half the elementary school enrollment.

The organization of opportunity classes for the acceleration of brilliant children and enrichment of their curriculum and similar classes for adjustment to the dullard groups have been recommended and whole schools are now organized on the basis of X Y Z grouping. Approximately 500 children are in 22 dullard opportunity classes and 1,000 in 28 acceleration classes of the children who can do more than a year's work in one year. The need for further extension of X Y Z grouping of brilliant, average, and dullard groups is obvious, for as yet only about 8 per cent of the dullards and 9.4 per cent of the brilliant children are having some attempts made to adjust the schools to their mental capacity, by means of such groups. The educational research department has recommended that thousands of children be allowed acceleration by skipping over certain grades when they had shown by tests to be already functioning on educational levels from one to four semesters beyond their grade placement.

Had all these children been required to lock-step along at the usual rate, it would have required many teachers to teach them what they already knew,



or could learn without teaching. This is but one of the wastes in education that educational research in Washington has eliminated.

By the placing in opportunity schools of dullards and by removal of the very subnormal pupils to a typical school so much improvement has been made through the adjustment that failures have been very markedly decreased. One school with an enrollment around 700 reports that, through classification, failures were reduced from 69 to 28, an approximate reduction of from 10 per cent to 4 per cent. This means a saving in reteaching 41 pupils. Another school with an enrollment of approximately 870 reports failures reduced from 98 to 31, a saving in reteaching of 67 pupils. These are but typical.

The saving in dollars and cents and in pupil and teacher time and energy is nothing compared to the gains due to changed attitude of pupils and teachers when homogeneous grouping into these accelerated, average, and opportunity classes take place. This is not to be wondered at as a perusal of charts of any unclassified school will frequently show teachers having to try to teach pupils in the same grade with chronological ages varying from 4 to 6 or more years, with as wide a range in mental maturity and degrees of brightness ranging from feeble-mindedness to genius.

Here is a typical chart of the B grades of one of the buildings in the first division:

	Chronological age			Mental age			I. Q.		
	Low- est	High- est	Vari- ability	Low- est	High- est	Vari- ability	Low- est	High- est	Vari- ability
	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.			
Kindergarten.....	4 11	8 3	1 4	3 8	8 3	4 7	63	148	85
1B.....	6 2	8 11	2 9	3 10	8 11	5 1	53	136	83
2B.....	6 10	9 7	2 9	6 10	9 1	2 8	95	127	33
3B.....	7 3	11 11	4 8	8 4	11 5	3 1	80	133	53
4B.....	8 2	12 4	4 2	8 11	12 7	3 8	72	236	42
5B.....	9 5	13 1	3 8	10 1	14 7	4 6	77	142	65
6B.....	10 0	14 6	4 6	9 8	15 4	5 8	70	140	70
7B.....	10 11	14 1	3 2	11 1	17 3	6 2	80	167	87
8B.....	11 7	14 8	3 1	13 1	17 11	4 10	96	137	41

How can the 6B teacher, for instance, as here shown, meet the needs and interests of children 10 years and 14½ years old, at the same time a mind of 9 years 8 months maturity and one of 15 years 4 months, and a child with a 70 I. Q. and a genius of 140. The strain on all concerned is incalculable, and when in reorganization to meet these individual differences the range of chronological age, mental age and I. Q. is decreased at least 50 per cent, the strain is accordingly lessened, and the attitude toward school on the part of pupils is so improved as to make discipline almost negligible. Mr. Patterson has reported the almost total elimination of ungraded pupils in discipline schools since the organization of X Y Z groups and the attempts thereby to meet the needs and interests of pupils instead of making pupils fit into the schools. Because the department of educational research can collect scientifically determined and very definite evidence of the variability in mental capacity, it is possible for the educational program to be so mapped out as to provide the kind of an education for each child that he can take.

I conceive the biggest contribution that educational research can make to be along the line of adjusting education to individual needs and to eliminate the attempts to lock-step children through the same course of study at the same rate regardless of capacity, needs, or interests.

Not only has the department of educational research been concerned with the discovery of differences in capacity to learn, but as well in the differences in amounts learned. In the past the changes in knowledge of skills that took place in pupils was a matter largely of opinion or guesswork. In the last few years, however, certain objective tests scientifically constructed for the measurement of arithmetic knowledge, arithmetic facility—i. e., speed and accuracy—history, geography, reading, comprehension, reading speed, etc., have been devised and are in general use in hundreds of cities so that no longer need it be a matter of guesswork, but the amount of change can be definitely stated.

In Washington, Divisions I to IX, 145,300 such standardized educational tests have been given and from them an analysis of the results we have been able to place before teachers, principals, and school officials such data as has brought about modifications of the educational program to meet these individual differences in learning.

Our first arithmetic tests showed plainly that while Washington children were for the most part above the average standards grade for grade in arithmetic knowledge, they were in many schools from one to three semesters retarded in arithmetic facility. This seemed to be the result of inadequate or wasteful drill. The matter was presented to teachers, principals, supervising principals, and the director of primary instruction, with the result that the recommendation of the department of research was followed and modern practice materials, such as Curtis practice tests, or Thorndike exercise books, were purchased and this material introduced into 47 schools.

These materials automatically adapt the work to the ability of each pupil, giving him the practice in his particular weak points, thereby cutting down reteaching and premature teaching. A year after the introduction of this material and the changes it necessitated in the methods of drill in arithmetic another survey was made of the speed and accuracy. This table is typical of the results obtained. There are no 5A grades in this building, which accounts for no 5A records included.

*Chart showing improvement in facility in arithmetic, showing number of problems correctly done*

		Lowest score	Highest score	25 per- centile	Average	75 per- centile
1924	4A	11	35	20.1	24.3	29.3
1925	4A	11	49	31.1	30.0	43.3
1924	4B	15	65	32	37.7	46
1925	4B	33	61	41.3	47.3	50.5
1924	5B	29	72	45.3	50.5	55.9
1925	5B	32	73	46.3	51.3	57.5
1924	6A	27	60	36	41.6	47.4
1925	6A	39	76	48.3	53	47.4
1924	6B	35	85	45.4	53.3	59.8
1925	6B	37	95	50.7	55.8	65.6

The 25 percentile is that point at which one-fourth of the class fall below.

The 75 percentile is that point at which three-fourths of the class fall above.

In other words, the middle half of the class fall between the 25 and 75 percentile, with the lower quarter below the 25 percentile and the upper quarter above the 75 percentile.

As will be readily seen this school grade for grade had bettered its achievement because individual differences were being considered. What is shown here is but a sample of what is shown in the other schools. At first the results showed that while speed was increasing from 15 to 25 per cent on the whole, there was little increase in accuracy and in some instances a slight decrease. When the department of educational research called attention to the fact that speed was getting a prepotency of emphasis and a need for emphasis on accuracy was needed. The following results of a sixth and seventh grade are typical of changes that took place:



	Lowest percent- age of accuracy	Average percent- age of accuracy	Highest percent- age of accuracy		Lowest percent- age of accuracy	Average percent- age of accuracy	Highest percent- age of accuracy
<b>SIXTH</b>				<b>SEVENTH</b>			
First test.....	8	58	76	First test.....	34	68	82
Second test, 1 se- mester later.....	34	72	80	Second test, 1 se- mester later.....	58	80	90

In our survey of reading it was revealed that Washington pupils are way ahead of the average school children in reading comprehension, often from two to two and one-half years accelerated, but the ratings in reading speed showed them to be from one to four semesters below standards obtained in other cities. The results also showed less correlation of reading facility with mental maturity than we had a right to expect.

Again the findings after analysis were presented to teachers, principals, and the assistant superintendent in charge of elementary education. After conference with and with the hearty cooperation of Miss Hardy, a primary reading survey was made and the results of this have been the basis of group meetings with teachers of the various type of groups—dull, average, brilliant—and methods of adapting to the individual differences have been the problems for discussion and planned experimentation. When a resurvey is made of reading speed I have no doubt but that the results here will show an even greater improvement than was shown in arithmetic.

Similarly we have made an attack on the variability in individuals in learning geography. All the 7B pupils were tested and Miss Hummer, supervising principal of the seventh division, has spent the year with us in an analysis of the results. Here again we find the schools not getting from pupils returns in proportion to their capacity. These findings will be presented and attempts made to get improved instruction and subsequent increase in learning.

Each year the department of educational research will make an investigation of some subject in the hope that the findings may result in improvement of instruction and increased learning due to better adaptations of curriculum to pupil differences.

One very distinctive piece of service that this department has been able to render this year has been in its work with crucial problem cases. Mrs. Buelah Shull Barnes, the psychologist, has given over 1,200 examinations. I should like to give some of the details of the 489 problem cases which we have worked with this past year. We have devoted some time to tying up with our work on these problem cases social and philanthropic agencies here in Washington and have had excellent cooperation. The table here shows with whom we have worked and the number of cases in each instance:

Juvenile court.....	5
Juvenile Protective Association.....	15
Jewish Welfare Association.....	2
Children's Hospital.....	3
Catholic Welfare Association.....	11

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The home visiting, often necessary, has been done largely by these agencies and financial aid given when necessary.

Of this group 489 maladjusted children, we found 158 were due to mental inferiority and we recommended the exclusion of 12 as noneducable and of 146 for placement in special atypical schools. One hundred and twenty-nine were dullards, who needed placement in opportunity groups. One hundred and sixteen of the cases were found to be so neurotic as to be psychiatric cases, the difficulty here being emotional and volitional rather than a matter of intelligence. Thirty-three of these cases were treated for us by Dr. Loren Johnson;

Father T. V. Moore, of Providence Hospital; Dr. John Lind, of St. Elizabeths Hospital; and Dr. Hiram Reed. Eighty-three others needed treatment, but we could not impose further on the generosity of these public spirited and busy practitioners, who, though unable to take on the cases, gave us much helpful advice as to recommendations on placement and teacher treatment.

The other cases were matters of lack of sympathy between pupils and teachers, inadequate country-school preparation, physical defects, such as deafness, defective vision, etc. In these instances transfers were made to other teachers, coaching was recommended and every effort made to build up the deficiencies of former schooling. The sensory defects were corrected by glasses or treatment. In over 50 per cent of the cases reports of present satisfactory adjustments have already come in to us showing the wisdom of careful examination, analysis, and follow-up work, as that done by Mrs. Barnes, the psychiatrists, and social agencies, as well as the cooperative efforts of teachers and principals in adjusting these problem children to their schools.

As will be seen from the report, educational research has been largely concerned with discovering the variability in individual differences in mental capacity, individual differences in school achievements, individual differences in social adjustment and has collected the data, analyzed and in the light of findings recommended remedial procedure to adjust the schools to these individual differences.

### 3. EDUCATIONAL RESEARCH IN DIVISIONS 1 TO IX

To the SUPERINTENDENT OF SCHOOLS.

SIR: When the program of educational research was begun we outlined a policy of three types of activity—publicity, teacher training, administration of intelligence and achievement tests and subsequent reclassification.

While these lines of activity have been continued, the shift in emphasis during the three years is quite marked as will be seen by this table:

Year	Public addresses	Principals and teachers enrolled in courses, with college credit	Group intelligence tests given	Individual tests	Total Number intelligence tests	Children tested	Educational tests given	Total tests given
1923-24	105	128	19,306	65	19,371	10,573	43,910	63,281
1924-25	26	149	20,820	780	20,600	13,741	52,345	73,945
1925-26	7	206	36,742	1,489	37,231	18,033	49,065	86,296
Total	138	483	76,868	1,334	77,202	42,347	145,320	223,522

<sup>1</sup> Mrs. Barnes was ill 5 weeks. More time is necessary to test older children. 1924-25, 500 kg. Binet tests were given for use in a "Validity reliability of kg. tests" study.

It is with pleasure that we note the continued growth of the interest and intelligent understanding on the part of teachers and principals of the help that the department of educational research may be through its work in testing pupils with standardized intelligence and achievement tests.

So great has been the demand for testing that all of the staff was compelled to lay aside the research problems assigned and devote themselves entirely to the testing program for purposes of classification. This has involved training teachers to assist and has meant much work in after-school hours when teachers were available.

I want at this time to pay tribute to the faithfulness and indefatigable energy of my staff, who have worked not only late afternoons, but have come back several nights a week for the few weeks preceeding term end-



ings. They have worked also well into the second week of vacation to carry to completion the too heavy program I had attempted, having been over-persuaded by the pressure brought by teachers, principals or school officials to test, "Just this one more crucial place, which needs help that only the testing can give us."

In the beginning all tests were given, scored, charted, and explained by the central office in charge of research. Gradually, as teachers through their college courses or the recent graduates from the normal school have been equipped to aid, we have turned over to the teachers a part of this work, so that this past semester no less than 550 teachers and principals assisted in the work. Miss Earnest on the staff had charge of 80 of the kindergartens and half-day first and second grade teachers, who, through Miss Hardy's and Miss Watkins's continued splendid cooperation, gave a part of their time to the work. They have tested, scored, and charted results of over 5,000 children in the kindergarten and lower primary department. I feel that they can take a pardonable pride in so splendid an accomplishment.

The following is a summary of all testing done this past year:

Grade	Number new children tested	Number group intelligence tests given	Number individual intelligence tests given	Grade	Number new children tested	Number group intelligence tests given	Number individual intelligence tests given
Kindergarten	1,812	3,328		Senior high	906	1,749	
1	3,714	7,503					
2	2,108	4,670			18,033	36,740	489
3	1,227	2,709				489	
4	1,149	2,332					
5	1,634	3,270		Total number intelligence tests given		37,238	
6	1,770	3,530					
7	1,028	2,056					
8	785	1,584					
Junior high	1,900	3,868					

#### Summary of educational tests given

Word recognition (a primary reading test)	3,245	Language	648
Reading comprehension	17,563	Arithmetic reasoning	128
Reading speed	3,370	Algebra	525
Arithmetic knowledge	13,231	Latin	256
Arithmetic facility and accuracy	7,176	French	128
Geography	1,399	Spelling	606
History	905		
			49,193

The accompanying table will show the grade distribution of such testing:

Grade	Word recognition	Reading comprehension	Reading speed	Arithmetic knowledge	Arithmetic facility and accuracy	Geography	History	Language	Arithmetic reasoning	Algebra	Latin	French	Spelling
1	1,728												
2	1,517	60	37	100	57			44					
3		2,891	500	1,639	1,629			102					
4		3,048	645	1,389	1,940			107					
5		3,125	616	1,618	1,076			96					
6		3,323	735	3,312	805	741		91					
7		2,117	384	2,172	383	541	327	122					
8		1,961	363	1,900	386		470	96					
Junior high		525		525		128	128		128	525	256	128	606
Senior high		489		489									
Total	3,245	17,563	3,370	13,231	7,176	1,399	905	648	128	525	256	128	606

I think you will be quite surprised when you look at the following tabulation of schools tested and see the extent to which we have done our initial survey work; that is, two group-intelligence tests, a reading and an arithmetic test, at least, for all 3-8 grades represented in this table and two intelligence tests for all kindergarten, first and second grade children:

Division	Schools entirely tested and classified	Schools partly tested with 1 grades tested	Schools untested, showing grades untested, where part of school has been done
I	Addison. Curtiss-Hyde. Corcoran. John Eaton. Reservoir. Weightman.	Fillmore, kindergarten, 1 and 2. Jackson, kindergarten, 1 and 2 Toner, 1, 2, and 3 Janney, 1, 2, 3, and 4 Tenley, 1, 2, 3, 4, and 5.	E. V. Brown, kindergarten through 8 Conduit Road, 1 through 4 Industrial Home, 1 through 8. Grant, kindergarten through 8 Fillmore, 3 through 8 Jackson, 3 through 8. Toner, 4 through 8 Janney and Tenley, 6 through 8.
II	Dennison. Morgan. Thomson. Webster.		
III	Bancroft-Johnson Petworth. West. Takoma. Woodburn. Ross. Wilson Normal. Cooke.	Brightwood, kindergarten, 1 and 2. Brightwood Park, kindergarten, 1 and 2. Raymond, 1 and 2.	Brightwood, 3 through 8 Brightwood Park, 3 through 8. Raymond-Hubbard, kindergarten, 3, 4, 5, and 6.
IV	Force-Adams. Henry-Polk. Abbot Primary. Abbot Vocational.		
V	Gage. Langdon. Monroe. Seaton.	Brookland, 1, 2, 5, and 6 Burroughs, kindergarten, 7 and 8. Park View, kindergarten, 1 and 2. Emery-Eckington, 1 and 2. Arthur, 1, 2, 6, and 7. Blair-Hayes, 1 and 2 Pierce-Webb, kindergarten, 1 and 2. Maury, kindergarten, 1, and 2. Edmonds, kindergarten, 1 and 2. Blow, 3 through 8.	Gales-Blake, kindergarten through 8 Brookland, kindergarten, 3, 4, 7, and 8. Burroughs, 1 through 6. Park View, 3 through 8. Emery-Eckington, kindergarten, 3, 4, 5, 6. Arthur, kindergarten, 3, 4, 5.
VI	Benning. Ludlow. Taylor. Wheatley. Carbery. Peabody-Hilton. Kingsman.	Wallach-Towers, 1, 2, 3, and 6 Bryan, kindergarten, 1 and 2 Buchanan, kindergarten, 1, 5, 6, 7, and 8.	Blair-Hayes, kindergarten, 3, 4, 5, 6, 7, 8. Pierce-Webb, 3 through 8. Maury, 3 through 8 Edmonds, 3 through 8. Blow, kindergarten, 1 and 2
VII	Cranch-Tyler. Lenox. Van Ness. Orr.		Brent-Dent, kindergarten through 8 Ketcham-Van Buren, kindergarten through 8. Congress Heights, kindergarten through 8. Randle Highlands, kindergarten through 8. Stanton, 1 through 7. Wallach-Towers, kindergarten, 4 and 5. Bryan, 3 through 8. Buchanan, 2, 3, and 4. Bradley, kindergarten through 4. Fairbrother, kindergarten through 4. Greenleaf, kindergarten through 4. Amidon, 3 and 4.
VIII	Smallwood-Bowen	Bradley, 5 and 6 Fairbrother, 5 and 6. Greenleaf, 5 and 6. Amidon, 1, 2, 5, and 6. Jefferson, kindergarten, 1 and 2.	
Junior high.	Columbia. Hine. Langley. Jefferson. Macfarland. Powell.		

All untested freshmen at Central, Business, and McKinley High Schools are tested on entrance.

There are several outstanding phases of the year's work.

1. The detailed study and follow-up work with 489 problem cases.
2. The working up with Miss Hummer the 7B geography survey of June, 1925.
3. The primary reading survey of February, 1926.



4. The linking up of social welfare agencies (Catholic, Jewish, Protestant), clinics and courts with our work, as well as enlisting the local psychiatrists in our problem cases.

5. The getting into the hands of the teachers the testing program.

6. The installing of the accumulative record card system.

7. The survey of current educational practice and psychological opinion with respect to X Y Z grouping, special schools and exclusion.

8. Completion of study of validity and reliability of kindergarten and primary intelligence tests.

Each of these activities has been of such nature as to warrant a detailed report itself.

The efficiency of the department of educational research has been greatly increased by the equipping of our workroom in January, and we look forward to a full and profitable year.

It would look now as though by June, 1927, every public school child will have had an intelligence rating and less time will need to be devoted to intelligence testing in future. New children will have to be tested and each year a general intelligence survey through certain grades. For instance, kindergarten, first, and second grades without mechanics of reading have to be given their intelligence tests by means of pictures largely. It is advisable therefore for all these children when they arrive at the fourth grade to have an intelligence test where reading is involved and perhaps before junior or senior high school to have another, so that there will in the course of the school career be two or three intelligence tests administered as checks on each other.

Each of the past three years we have made attack on one school subject, i. e., arithmetic, geography, and reading. This year we are proposing to do intensive work with language in its several phases, i. e., vocabulary, language error and composition.

Respectfully submitted.

JESSIE LA SALLE,  
*Assistant Superintendent in Charge.*

#### 4. EDUCATIONAL RESEARCH IN DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS.

SIR: I have the honor to submit herewith the annual report upon the work of the department of research, Divisions X to XIII.

##### INTRODUCTION

The department of research has, during the year 1925-26, carried forward the original plan of surveying all schools vertically with the view of grouping the children more homogeneously for instruction purposes. Six schools have been completed during the year. In addition, the department has made a horizontal survey of all of the first and second grades in Divisions X to XIII.

A new phase of work has been introduced in that the department of research is responsible for mental and social examinations and recommendations of pupils for the ungraded and atypical classes, and for exclusion on the ground of noneducability.

##### GENERAL SURVEYS

The department has made vertical surveys of the entire populations of Garrison, Stevens, New Bell, Birney, Wormley, and Shaw Junior High Schools. The total number of pupils surveyed in these schools is 2,882.

In the horizontal survey of grades 1 and 2, 3,272 pupils were tested.

One thousand seven hundred and twenty-six new pupils entering the schools already surveyed were tested. This procedure is necessary always if schools are to be kept organized on the basis of test results.

#### SPECIAL STUDIES AND REPORTS

Early in the fall the department reported upon the geography survey of 749 pupils in the 7B grades, Divisions X to XIII, made in June, 1925. The study was mimeographed and made available for officers and teachers.

A survey of the junior class of the Miner Normal School was made and reported upon during the fall. It includes a study of 171 pupils. The data were available to the principal of the Miner Normal School for use during the second semester.

The atypical, ungraded, and opportunity classes were surveyed during December, 1925. One hundred and sixty-six pupils were included in this study. The report showed very clearly that the ungraded classes need an intensive survey for the purpose of eliminating certain pupils who, perhaps, originally ought to have been assigned to the atypical rather than to the ungraded school. It also located certain children who apparently had been assigned to atypical classes through error and who have since been reassigned to the regular grades and appear to be progressing in a fine way.

A survey was made of 396 pupils of the first-year class of Dunbar High School in February, 1926. The data were made available to the principal during the same month. It was not only a mental survey, but included a questionnaire which throws important light upon educational guidance. It was found, for instance, that 85 per cent of the pupils had decided upon life activities by midyear of the first year high school and that on an average they had made their choices more than four years prior. Considerable data were collected on the relative mental abilities of pupils who made choices of different life activities. The range of the class in terms of raw scores on the Terman test of mental ability is approximately from 175 to 15. This range indicates the pressing need for homogeneous grouping in the first year high-school class and inferentially for the high school as a whole.

At the request of the Bureau of Education a study was made of the relation between ratings of pupils in high schools and the ratings which they later received in the normal school, and the relation between the scores of pupils on the Terman test of mental ability and the ratings they received in the normal school. It was found that one can predict success in the normal school with approximately 5 per cent greater assurance from a half-hour's mental test than one can from an average rating for four years' work in the high schools.

Over a period of several months the department has made a detailed study of the achievement of approximately 4,000 children in the reading, arithmetic, and spelling tests of the Stanford achievement test. The results of this study are to be set forth shortly in mimeographed form and will be available for such use as the officers wish it put to.

A geography survey of the 7B grade involving 749 pupils was again made, in June, 1926. The results have not been organized yet, but will be ready for the use of the officers early in the next school term.

In addition to the vertical and horizontal surveys mentioned above and the testing of new pupils entering schools that have already been surveyed, the department has made a study, as a check on the results of grouping, of some pupils surveyed during the last two years. Certain grades were selected from the following schools: Mott, Slater-Langston, Garrison, Douglass-Simmons, and Miner Normal. It includes 639 pupils.



We have been able to organize the results only from the Douglass-Simmons School. One of the main considerations in this study was to determine the relative rates of progress in achievement of the several homogeneous groups.

It was found that the slowest group has achieved only slightly below normal work; that the middle group has achieved a score that is normal, and that the fast group has achieved a score equivalent to midyear of the 5A grade. It is clear that some of the expectations from homogeneous grouping, so far as this one grade is concerned, are being realized. As a matter of fact, the fast group has in effect skipped one semester of work, so that instead of entering into the 5A grade these pupils are prepared to enter into the 5B grade. We may suppose that similar results are being obtained in the other schools that have been similarly organized, but the data are not yet ready for presentation.

#### HOW THE TESTS HAVE BEEN USED

The department is interested in knowing to what extent the test results have been utilized for the purpose of improving instruction by means of homogeneous grouping. A questionnaire was sent to principals and teachers for the purpose of eliciting this information. The results showed that the tests had been very widely utilized for the purpose of grouping children homogeneously. The limitations have been mainly limitations of organization of the school, limitations over which the school officials exert little or no control. Where there is just one section at a grade level the pupils within the classrooms have been grouped by the teacher on the basis of test results and the work differentiated for these groups. A part of the questionnaire had to do with promotions. The results show that 101 pupils were promoted on the basis of test results and teacher judgment to the extent of skipping one semester, and that of this group only one has failed to succeed. The principal notes after this item "personal illness," so that we may believe that the failure is due to an extraordinary circumstance. These promotions have resulted in a saving of time for these pupils, have subjected them to a more wholesome school condition in that they have been prevented from forming character traits of idleness and laziness and from acquiring an overweening confidence in their abilities. In addition, these promotions have resulted in a saving to the taxpayers of the community of \$4,000.50, if we reckon the cost of instruction and supervision per pupil at \$40.50 per semester. There ought to be added to this list at least the 23 pupils in the Douglass School and perhaps a much larger number in the other schools for which the check-up results are not now available. Thus the estimated saving is undoubtedly a great deal higher than the figure given above. If we double it, we would be nearer the correct value.

#### WHAT TEACHERS THINK OF THE TESTING WORK

In order to determine the attitude of the teachers who have worked under organizations on the basis of test results, a questionnaire was submitted to teachers which presumably would cover this issue. We give the results here of answers to questions 5, 6, and 7, which have been tabulated. Question 5 is, "I find a definite difference in the responses of the children as a whole from responses in rooms where the children are unselected. (Yes—No.)" Sixty-seven teachers answered "Yes" and two "No." Question 6 is, "That difference is, in my judgment, in the interest of better instruction. (Yes—No.)" To which 57 answered "Yes" and 12, "No." Question 7 is, "I prefer to teach an unselected group. (Yes—No.)" To which 20 answered "Yes" and 73 "No."

One must accept the answers to question 7 with some allowance because it appeared, in some instances at least, that there was a misunderstanding or a misreading of the word "unselected." More than half of those who answered "Yes" are from two schools. Out of the 20 answering "Yes" 10 of them apparently have been so situated that they have never taught a selected group.

#### HOW THE DEPARTMENT CAN BEST HELP THE TEACHERS

The department was eager to learn what help it could best render teachers and for that reason submitted two questions to cover this point. They were: "Note briefly but clearly any suggestions you have to offer from the point of view of the teacher for the improvement of the service of the department of Research," and "What special services do you believe the research department, at this stage of the measurement movement in Washington public schools, can best render you in your work?" The most frequent suggestion was that achievement tests be used for the purpose of grading pupils instead of the traditional tests. Next to this was that more frequent testing be done. Other suggestions were that the segregation of atypical children be carried forward; that the homogeneous grouping be extended; that the department pay more attention to the diagnosis of special abilities and disabilities and furnish guidance for the instruction of children possessing them. A quite frequent suggestion was that adequate clerical force be supplied the department so that the teachers may be relieved of marking the papers.

#### CLINICAL WORK

The department established this year a clinic in connection with the examination of children for the special schools. We were quite fortunate in securing part-time services of a competent social worker who not only has been trained in taking social, family, and developmental histories, but has had special training in children's problems. She came, therefore, equipped both from the point of view of sociology and of psychology to render a fine service. The children examined by the clinic were studied from 10 different points of view:

- I. Physical examination.
- II. Family history.
- III. Personal and developmental history.
- IV. History of school progress.
- V. Examination in school subjects.
- VI. Practical knowledge examination.
- VII. Economic efficiency.
- VIII. Social history and reactions.
- IX. Special behavior reactions and conduct.
- X. Psychological examination.

Under the tenth item, "Psychological examination," the Binet and the Pintner-Patterson Form Board tests were administered. A detailed record of the findings in all respects was made and is kept in the files of the department. One hundred and twenty-one problem children were studied in the clinic and recommendations made in an effort to adjust the school to their needs.

The total number of pupils studied is 10,122.

#### CONCLUSION

It is a happy observation to note that the philosophy of the measurement movement in education and a knowledge of its technique and practice are spreading rapidly among the principals and teachers of Divisions X to XIII.



There have been far more requests for work than the department has been able to do. In several schools at least there has recently been a distinct tendency toward the employing of objective tests in lieu of the traditional examinations. The department has at all times offered its services to officers and teachers who are interested in promoting this kind of work. The results, almost without exception, have been distinctly gratifying. The department of handwriting, for instance, has begun an intensive and extensive program of objective testing of results. The director's report is a telling bit of evidence of what educational measurement may accomplish when properly used.

The assistant superintendent in charge of research takes this opportunity of expressing his appreciation of the splendid cooperation which he has received during the year from all officers and teachers. He feels an especial indebtedness to the first assistant superintendent, Divisions X to XIII, for constant encouragement, assistance, and advice.

Respectfully submitted.

HOWARD H. LONG,  
*Assistant Superintendent in Charge.*

## SECTION VII. REPORTS OF ASSISTANT SUPERINTENDENTS

Limitations of space make it impossible to include many reports of school officials worthy of incorporation in my annual report to the Board of Education. In view of the positions which they occupy and the intimate relation which their responsibilities bear to the superintendent's office, it is the judgment of the superintendent that the reports of the first assistant superintendents should be included. By law and by the rules of the Board of Education, the first assistant superintendents are the deputies of the superintendent in their respective divisions of the school system, one for the white schools and one for the colored schools. Accordingly, the reports of First Assistant Superintendent S. E. Kramer, in Divisions I to IX, and First Assistant Superintendent of Schools G. C. Wilkinson are herewith included.

At my request, Assistant Superintendents Robert L. Haycock and Miss Rose L. Hardy have discussed the relation of the work of the research department to the organization, administration, supervision, and teaching in the elementary schools. In these reports will be found a discussion of some of the administrative problems which arise from attempts to adapt school organization to the varying needs of children.

These four reports are worthy of careful reading by any person interested in the progressive development of the school system of Washington.

### 1. REPORT OF THE FIRST ASSISTANT SUPERINTENDENT FOR DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS.

SIR: The outstanding activity of this department has been the effort to maintain the fine standards of cooperation and unification of effort heretofore attained. In carrying out this work monthly meetings have been held with principals of junior high schools and with principals of senior high schools. These meetings were usually held with these groups separately but joint meetings were arranged when matters to be discussed were of common interest to both groups.

The work of the heads of departments was the subject of discussion at several meetings held with these officials. The head of department is a most effective factor in maintaining scholastic standards and teaching efficiency in the subjects which they supervise. In almost every case the principal of the school finds the head of department a welcome and effective aid in the organization of the instruction and in the work of the principal in the improvement of classroom procedure.

During the year just past the United States Bureau of Education made a survey of the organization of our two normal schools. The purpose of this survey was to enable the Board of Education to determine future policies in regard to these schools. The problems as seen by this office were set forth in my last report. The United States Bureau enlarged the scope of their investigation to include a general survey of the practices of city training schools throughout the country. A preliminary report of the findings and conclusions in regard to the Washington normal schools has just been submitted. The conclusions and recommendations have been too recently submitted to make possible a mature opinion as to how nearly a solution of our problem is offered as the result of the survey.



With the view of securing better unification of the interpretation of the courses of study in the several subjects in the various schools the heads of departments were requested to submit to this office each for the subject under his direction a brief setting forth of the scope of subject matter by semesters and the educational aims which should govern the classroom instruction. It is the purpose of this office to have these statements carefully digested and then to present them to each principal for consideration and comparison with the procedure actually used in his school.

The problem of retardation in the junior and senior high schools has been given serious consideration in the meetings with the officers in charge of these schools. The problem was considered under the following heads:

1. The proportion of the student body which appears to be able to accomplish the work of the course of study within the time allotted for such work. (Three years in the case of the junior high school and four years for the senior high school.)

2. The proportion of the student body which appears to be able to accomplish the work of the course of study but requires a longer period for the accomplishment of the work than the standard limit of time now set.

3. The proportion of the student body which appears to be unable to accomplish the work of the existing course of study even when a considerable extension of the time limit is allowed.

The replies made following consideration of these features of our problem were careful estimates of the principals after consultation with their teachers. The replies indicated surprisingly large proportions in classes 2 and 3. These replies were, of course, only estimates but they indicate a problem of a nature serious enough to show a field in which the research department might with great profit to the schools make a careful and exact determination of the proportions of the student body represented in the various groups.

During the past three years a considerable amount has been accomplished in the grouping of pupils into more nearly homogeneous classification based upon intelligence tests. This grouping has greatly increased the efficiency of our instruction. The classification of our pupils placed upon the school authorities the responsibility for the adaptation of courses of instruction to capacity of the pupil. This responsibility has been satisfactorily assumed in the lower grades, but the courses outlined for the junior high school and the senior high school have not yet been made sufficiently flexible to accommodate the groups of pupils who are now reaching these schools after enjoying in the grades differentiated courses of study. Our junior high schools are endeavoring to solve the problem confronting them but little has been done in the senior high schools to meet the needs of pupils who are not able to satisfy the demands of the traditional high school course but who should have the advantage of cultural and self respecting contact with the high school by means of courses which such pupils can successfully pursue. It is my feeling that one of the important objectives for the immediate future in the junior and senior high school fields should be the adaptation of courses of study to meet the needs of pupils classified according to ability.

Military instruction is a high school activity directly committed to the supervision of the assistant superintendent; hence this office has annually recorded the progress of this instruction. The department was maintained this year at the usual high standard.

The question of military instruction for boys of high-school age has been much discussed recently. In all of these discussions the question of the advantages and disadvantages of instruction and training of a purely military character seem to be under consideration. Washington has never undertaken

cadet instruction or training from a purely military point of view. Our aim has been to utilize our cadet organization as a vehicle for character training. School control and not military domination has been ever kept as the ultimate authority in the organization. The cadet corps has provided an outlet for the participation of hundreds of boys in a voluntary school activity wherein cooperation, high ideals, and good sportsmanship have been emphasized. The organization of our work is such that the finest incentives to good scholarship, fine school discipline, and the most desirable reactions to the demands of school loyalty are provided.

The difficulties experienced in the articulation of the work of the junior high schools with the cadet organization of the senior high schools have been very successfully met by the modified course provided this year for the junior high schools.

Within the past three years the teacher supply has exceeded the demand in almost all fields of our work. With an increased salary schedule, with the excellent pension system, now in effect and with the increasing attractiveness of residence in the District of Columbia, it seems reasonable to conclude that Washington could well afford to advance the standards of professional preparation and scholarship requirements even beyond the relatively high standards now maintained. With all that we now have to offer it seems a favorable time to undertake an active policy of teacher procurement for our schools.

A review of the past six years of the progress of our schools shows not only an array of great material improvements but a marked advance toward more clearly defined educational objectives with the maintenance of the high educational ideals and enthusiasm which has been always an outstanding characteristic of the schools of our city. I know that this achievement under your leadership is a source of both pride and happiness to you. To us who know and appreciate the inspiration, strength, ability, and sympathy of this leadership our progress has been a joy.

Respectfully,

S. E. KRAMER,  
*First Assistant Superintendent.*

## 2. REPORT OF THE FIRST ASSISTANT SUPERINTENDENT FOR DIVISIONS X TO XIII To the SUPERINTENDENT OF SCHOOLS.

SIR: In the annual report of this office for the school year 1924-25 the first assistant superintendents directed the attention of the superintendent of schools to the situation then existing in the local normal schools and suggested to him the advisability of a study of the needs of these two institutions. In regard to the Miner Normal School, particular reference was made to the following questions:

"The standardization and unification of organizations of the normal schools.

"The advisability of lengthening the course to three years.

"The limitations, if any, to be placed upon enrollment, such as a fixed maximum enrollment, admission determined by (a) examination, (b) rank in high-school graduating class, (c) residence within or without the city.

"The advisability of limiting the number of graduates to approximately the local demand."

The superintendent graciously submitted these questions, together with other questions raised by the first assistant superintendent of Divisions I to IX, to the Board of Education, the result being that, upon the recommendation of the superintendent of schools, the Board of Education, on January 8, 1926, invited the Bureau of Education "to make a survey of the two public normal schools of the District."



A "summary of the more important recommendations and conclusions of the committee," approved by the Commissioner of Education, was transmitted to the Board of Education under date of June 28, 1926.

This office deems it entirely appropriate to include in this report the summary of recommendations submitted by the Commissioner of Education as the second step in the plan for unifying and standardizing the procedures, methods, and organizations of the normal schools.

"JUNE 28, 1926.

"SURVEY OF THE DISTRICT OF COLUMBIA NORMAL SCHOOLS—SUMMARY OF RECOMMENDATIONS

"1. That a plan somewhat as follows be adopted to insure that only those who give promise of making good teachers be admitted to the normal schools of the District of Columbia.

"(a) Only graduates of the District of Columbia high schools who rank in the upper half of their class for the last two years of high school should be eligible for admission, except as noted below.

"Provided facilities are available, graduates of accredited high schools outside the District of Columbia should be admitted upon payment of suitable tuition, provided they meet the other requirements listed here, including rating in the upper half of their high-school class.

"(b) Only high-school students who can pass a strict general physical examination should be admitted.

"(c) A personal characteristic score card should be prepared and should be used to rate the members of the high-school graduating classes. This score card should require the principal, and at least two teachers, to express judgment in regard to personal qualities and activities which contribute largely to success or failure in teaching. Admission to the normal schools should be based in part upon the rating made upon this personal characteristic score.

"(d) High-school graduates who do not rank in the upper half of the class but who meet other requirements should be admitted if they submit to an examination and attain or exceed the standard score of a standardized achievement or a standardized intelligence test.

"2. That the District of Columbia should provide teacher-training facilities for all the graduates of its high schools who are residents of the District without restriction as to place of employment, provided they meet the requirements for admission to the normal schools outlined above.

"3. That the course of the normal schools be extended to three years, the increase in time being used to strengthen those portions of the curriculum which serve to provide the prospective teacher with educational and cultural background.

"4. That for the present the District of Columbia normal schools confine their work to the preparation of teachers in the kindergarten and elementary school grades through grade six.

"That in preparing teachers kindergarten and primary grades be considered a unit, in other words that all kindergarten teachers be given some primary training and all primary teachers some kindergarten training.

"5. That a graded system of supervised observation and practice teaching be made a part of the teacher training in both normal schools.

"6. That critic teachers both in the practice school and in the regular school system be required to have special training for their work as critic teachers.

"7. That teachers in the regular school system who act as critic teachers be given extra compensation and that their connection with the normal schools be somewhat closer than at present and that this connection be more fully recognized by listing them as members of the normal school staff.

"8. That at least one supervisor of practice teaching with as good general training as the best trained members of the normal school faculty be provided for each of the normal schools.

"9. That the libraries of both normal schools should be reconditioned so that they will contain up-to-date books and periodicals in sufficient number and variety to constitute libraries suitable and standard for normal schools of the size and character of those of the District of Columbia.

"That thereafter sufficient funds be provided annually to furnish personnel, books, periodicals, and equipment necessary to maintain the libraries as efficient laboratories for normal school students and teachers.

"10. The committee believes that the deleterious effects of taking a large proportion of grade teachers for the District of Columbia normal schools may be greatly mitigated by securing at least 30 per cent of the principals and other supervisors of the elementary and high schools of the District and of normal school faculties employed each year from outside the District of Columbia school system.

"The committee also recommends in this connection that a way be provided whereby grade teachers of special excellence or with peculiar qualifications may be brought into the District of Columbia system from outside.

"11. That all new appointees to teaching positions in the normal schools of the District of Columbia should have received the master's degree, have had at least 30 semester hours professional work, and have had in addition two or more years of successful teaching experience.

"12. That no attempt be made for the time being to prepare junior or senior high-school teachers or special teachers in either of the District of Columbia normal schools.

"That for the immediate future the District of Columbia provide a number of scholarships or an amount equal to the tuition and laboratory charges in local colleges and universities for graduates of the District of Columbia high schools who contemplate preparing themselves as junior or senior high-school teachers. The number of scholarships so provided should equal approximately one-half the number of new junior and senior high-school teachers employed annually."

This office realizes that the Board of Education and the school authorities have yet to consider and weigh in conference the recommendations submitted by the Bureau of Education. Consideration of the report, however, ought to be scheduled early in the school year 1926-27 in order that changes in policy, which may be agreed upon, might be published reasonably in advance of the time when such changes would become effective. In the meantime, of course, no modifications in practice at the Miner Normal School will take place.

Better supervision for the schools of Washington was the chief consideration of the superintendent of schools for the year 1925-26. To this end he organized and conducted monthly conferences throughout the year with all of the school officials. At these conferences supervision was discussed under the following headings:

- I. Purpose of supervision.
- II. By whom should supervision be carried on.
- III. Methods of supervision.
- IV. The spirit of the supervisor.
- V. The qualifications of the supervisor.
- VI. The results to be achieved in supervision.

These monthly meetings and discussions had a profound effect on the officers and teachers of Divisions X to XIII. Of course, a common, definite understanding among all of the officers of the school system as to the purpose, methods, spirit, and results of expert supervision was the immediate and most evident result. But in Divisions X to XIII, these discussions stimulated thought and discussion and led to the adoption, in some circles, of more or less definite plans for securing better results in teaching and in supervision.

You will permit two illustrations in this connection.

In the case of Miner Normal School, the major problem with which the administration of that school concerned itself this year was the improving of the character of instruction in normal-school classes.

"This improvement was sought," says the principal—

"1. By varying the classes of instruction not only in reference to objectives sought, but also in terms of the abilities of individuals.

"2. By rewriting the syllabuses of the several courses of instruction in an effort to meet more adequately the professional needs of the several groups.

"3. By educational meetings in which the teacher outlined and discussed how, through their individual courses of instruction, they contribute to the larger aims and purposes of the institution.



- "4. By group conferences between teachers engaged in the same character of work.
- "5. By the interchange of visits between faculty members.
- "6. By attempting to make each lesson taught a model of its type.
- "7. By discovering to the students the means of checking their own results."

So effective has been this plan in promoting "a better understanding and appreciation of the contribution of each to the educational and cultural growth of the student body" that the principal is seriously considering the advisability of following it for an indefinite period.

In the case of the junior and senior high schools improvement in teaching and supervision was sought through monthly conferences with principals and heads of departments under the leadership of this office. Beginning with October 14, 1925, and continuing throughout the school year in monthly conferences with principals and heads of departments, discussion centered about the following list of topics:

#### I. STANDARDIZATION OF ACHIEVEMENT

- A. Definition of grade standards, including determination of minimum essentials in all subjects.
- B. Demonstration teaching.
- C. Diagnostic and remedial program for failures—extension of program of diagnostic and achievement testing in all subjects of the curriculum.
- D. Need of checking on progress of work so that equal ground as nearly as possible may be covered in all classes of homogeneous ability to facilitate class promotion and transfers.
- E. Weakness of science pupils in arithmetic.

#### II. SUPERVISION OF INSTRUCTION

- A. Adjustment of junior high-school children to the senior high course in mathematics.
- B. Attention to technique of classroom procedure.
- C. Correlation of subjects.
- D. Credit for language work pursued in eighth grade.
- E. Daily programs of teachers.
- F. Double laboratory periods.
- G. Intervisitation of teachers.
- H. Laboratory fees.
- I. Nomenclature of subjects.
- J. Prescribed science for boys taking automechanics.
- K. Regular meetings, conferences, suggestions to teachers.
- L. Science work in vacation schools (advisability of students taking new courses).

#### III. MATTERS OF GENERAL INTEREST

- A. The duties of heads of departments as to—
  - 1. Assignments given teachers (responsibility of heads of departments, if any).
    - (a) Assignment of teachers holding 2A licenses to ninth grade work.
    - (b) Cross assignments.
    - (c) Sections (teachers of science).
    - (d) Size of classes.
  - 2. Responsibility of heads of departments in pupil purchases of school supplies in grades 7 and 8.

3. Supervision of vocational schools.

4. Teaching assignments.

5. Vertical supervision.

B. Distribution of subjects.

1. Extension of work of business department to Armstrong High School.

2. Subjects in the business department (bookkeeping).

C. Office equipment.

1. Clerical assistance.

2. Postage—adjustment to size of department.

3. Telephone.

4. Typewriters.

D. Ratings of teachers.

1. Rating of teachers in two or more departments.

2. Significance, if any, of rating given by head of department.

E. Special.

1. Allotment of funds for special work given heads of departments.

2. Duty of teachers as to attendance upon meetings called by heads of departments.

3. Notification of heads of departments as to teacher separations and additions affecting the departments. This applies not only to teachers appointed to and leaving the service but temporary and special assignments made within the schools.

4. Qualifications of heads of departments.

5. Ratings of heads of departments.

F. Annual substitutes.

#### IV. EXTRAMURAL ACTIVITIES

A. Connection of schools with trades' and builders' organizations.

B. Connection of business department with business community.

The entire program of topics was not completed. The program will be resumed during the coming school year. It is very gratifying to be able to report however, that the officers concerned report that they found these conferences both informing and stimulative. They certainly led to—

1. A better understanding and appreciation of the duties and responsibilities of heads of departments.

2. A finer appreciation of the distinction between the administrative and supervisory functions both of principals and heads of departments.

3. A realization of the need for a definite program of supervision faithfully carried out.

4. A conviction that supervision must be cooperative, constructive, impersonal, and scientific.

5. A decision to seek the cooperation of the department of research to institute a survey of senior high schools in regard to the matter of retardation, said survey to take the form of—

(a) Diagnosis.

(b) Discovery of causes.

(c) Suggestion of remedial measures.

6. An agreement to invite the department of research to a serious consideration with principals and teachers of junior high schools of the subject of guidance for pupils in junior high schools.

The foregoing outlines of activities in the Miner Normal and the junior and senior high schools are but illustrations of many different plans followed by officers of Divisions X to XIII this year in seeking improvement in teaching and



in supervision. For further information in regard to the working plans of other groups of officers you are respectfully referred to their annual reports.

This office has the conviction that much more work needs to be done in the years just ahead of us in getting the teaching personnel to appreciate fully the school administration's plan of cooperative supervision. A definite but comprehensive plan of procedure should be mapped out and followed by all of us next year, under proper guidance and control, in each of the following eight fields of supervision:

**I. The improvement of teaching by—**

1. Setting up standards to be attained in each grade and in each subject.
2. Checking up the work from time to time to determine progress made.
3. Assisting teachers to improve in methods.
4. Assisting teachers to adapt courses of study to local conditions.
5. Selecting and organizing teaching material for different children.
6. Assisting teachers to diagnose the difficulties of the r classes and individual difficulties of pupils.

**II. The improvement of teachers in service by—**

1. Developing a technique of teaching.
2. Inspiring teachers to take a professional attitude toward their work.
3. Seeking the cooperation of teachers in determining the content of courses of instruction.

**III. The selection and organization of the curriculum in cooperation with teachers.**

**IV. Providing general motivation for the work of the schools.**

**V. Interesting parents in the work of the schools.**

**VI. Measuring the efficiency of teaching.**

**VII. Providing the best possible teaching conditions.**

**VIII. Providing conditions for experimental and research work.**

This office is profoundly interested in the matter of guidance, especially for pupils of junior high school age and classification. You will recall that in the conferences of this office with junior and senior high school principals and heads of departments, hereinbefore reported, mention is made of a decision of the conferees to invite the department of research to a serious consideration of this problem in cooperation with the faculties of the junior high schools.

In recent years two important studies have been made of the question of the vocational interests of junior high school pupils. The more significant of these studies, perhaps, is that of E. E. Franklin, the Permanence of the Vocational Interests of Junior High School Pupils, Johns Hopkins University, 1924. Franklin's study, extending over a period of a year and covering the cases of 1,035 junior high school pupils, resulted in the following findings:

"1. Intelligence ratings are a good basis for grouping pupils in re vocational preferences.

"2. Vocational guidance to be effective must start at the beginning of the junior high school course.

"3. Vocational interests are rather permanent over the critical period of the junior high school.

"4. Vocational interests expressed are final and practical.

"5. Interests of pupils in commercial courses are closely correlated with school work.

"6. Pupils in the lower level are just as permanent in their interests as those in the higher level."

A second investigation of this question has recently been made by Brooks of Johns Hopkins in the case of about 1,000 pupils over a period of one year. Brooks concluded—

"1. That better work can be done where pupils are counseled.

"2. That, since this is true, we should develop counseling early in the junior

The question of guidance for junior high school pupils has so gripped the interest of the junior high school principals that both of them give space to the subject in their annual reports for the year.

The guidance plan submitted by the principal of the Shaw Junior High School is both suggestive and constructive, and deserves our sympathetic consideration. The attention of the superintendent of schools is specifically directed to the Shaw plan of guidance.

This office deems it advisable (1) to incorporate in this report the "Introductory statement" of the plan for purposes of record, and (2) to report to the superintendent of schools the desire of this office to provide favorable conditions next year for trial of the plan.

#### "A GUIDANCE PLAN FOR SHAW JUNIOR HIGH SCHOOL—INTRODUCTORY STATEMENT"

"The term guidance as here used includes all purposeful and systematic efforts administered by the school to assist the pupil in adjusting himself happily, helpfully, and successfully to life in the school, and to prepare him, as far as may be, to choose and enter upon the next stage of his life with efficiency and success, whether that stage be further schooling or gainful occupation.

"The measure of the need of guidance in school is the great toll of school and adult maladjustment. The children who leave school to enter industry without economic pressure to do so, the behavior misfits, the brilliant pupils working below capacity, and the social and occupational failures in adult life may have been saved in large numbers by wise guidance.

"Our school has for the past few years done guidance work in the prescribed period and incidental to other activities of the school. Except in a general way, however, it has not been systematized. It has had no central direction or unifying principle, but its scope has been left to each teacher, save for general agreements arrived at in teachers' meetings or in individual conferences between the teachers and principal. Something has been accomplished in assemblies, lesson periods, home-room periods, club periods, etc. But I am impressed that it can be made more certain that each pupil will receive the kind of guidance he should receive, when he should receive it, and that no child shall be overlooked or his needs unrecognized, if the work is more definitely planned out and allocated by grades, semesters, weeks, and to the agents as outlined.

"I believe that this can be accomplished through cooperative effort of the faculty, heads of departments, and directors.

"It is clear that there are some things that the section ('home room') teacher should do with and for every pupil in her group; certain other things that each subject teacher can best do, and so for each agent in the organization. Likewise there is a best agency to be used for each objective. It will be our problem to study guidance requirements in this light, and to make and assemble for each pupil records necessary and not already available. Devices, as analysis blanks to direct self-observation, must be studied and adopted when advisable. Each agent must know the special field of his guidance work.

"Wherever done, in classroom, club, home room, or elsewhere, the guidance work should aim to reduce the difference between what a pupil is in any desirable quality and what his capacities make it possible for him to become. The basis of all guidance given must be knowledge of the pupil as complete as possible, from reliable sources, and a matter of record. This knowledge of the pupil is to be derived from intelligence and achievement tests, physical examination, will-temperament tests, school achievement and behavior records, family history study, acquaintance with the home environment.

"The guidance work must be chiefly individual in its character, but must at times also take the form of crystallizing public opinion in the school, and establishing tendency to sound and appropriate action in the group on matters of conduct, scholarship, attitude, health, etc., essential for all."

Originally the Margaret Murray Washington and the Phelps Vocational Schools were set up to accommodate pupils who finished grade 5 and desired more specialized training than that offered by grades 6, 7, and 8 of the traditional elementary schools. Accordingly, in the early years a majority of the vocational school pupils were classified in grades 6 and 7.



In recent years the situation has changed materially. Quite a majority of the boys at Phelps are of grades 7 and 8. In the case of the Margaret Murray Washington Vocational School for Girls it is interesting to note the facts revealed in this connection for June, 1925.

School	Grades			Total
	7	8	9-12	
Margaret Murray Washington Vocational . . . . .	25	45	123	193

Evidently a reclassification of these schools was necessary. Heads of departments, directors of special subjects, and vocational-school principals in cooperation with this office gave thoughtful consideration, over a period of several months, to such questions as—

1. The reclassification of the vocational schools.
2. The revision and reconstruction of courses of study in vocational schools.
3. The standardization and unification of the organizations of vocational schools.
4. Supervision of vocational schools.
5. Providing suitable achievement and mechanical aptitude tests to be used in examining pupils for admission to vocational schools.
6. New time schedule for subjects.

Main agreements arrived at:

1. That the vocational schools shall be open for the admission of pupils desiring trade instruction who have completed the sixth grade of the elementary schools.
2. That instruction in the vocational schools shall center around grades 7, 8, and 9.
3. That the heads of departments and directors of special subjects should revise and reconstruct the courses of study in vocational schools.
4. That heads of departments and directors of special subjects should supervise the work in vocational schools.
5. Immediate revision of the time schedule, effective September 1, 1926.

The attention of the superintendent is directed to the individual reports of the officers for detailed information in regard to the several departments of the school system. This office is of the opinion that these reports indicate in many respects signs of healthy growth and steady progress in the schools of Divisions X to XIII.

The superintendent of schools will permit this office, in closing this report, to express to him its keen appreciation of his usual fine cooperation and inspiring leadership in school affairs this year. The superintendent of schools does nobly by Divisions X to XIII.

Respectfully submitted,

G. C. WILKINSON,  
First Assistant Superintendent of Schools.

### 3. REPORT OF ASSISTANT SUPERINTENDENT ROBERT L. HAYCOCK

To the SUPERINTENDENT OF SCHOOLS.

SIR: The year 1925-26 has been one of unusual activity and progress in the administration and supervision of the elementary schools. The two fields of educational direction, viz, administration and supervision, always so closely

related, entered upon a new phase during the past school year with the appointment of Miss Rose Lees Hardy as assistant superintendent in charge of supervision in the first six grades. This progressive step was indicative of a broad forward-looking program that not only defined, dignified, and gave due importance to supervision, but rendered more clear-cut the 6-3-3 plan of organization. For purposes of supervision the real scope of the elementary schools in the future must be recognized as reduced to the first six grades and the kindergarten. Wherever they are accommodated in elementary buildings seventh and eighth grade classes by virtue of their courses of study, and because of their preadolescent aspects must be associated in their classification with the junior high-school organization.

Another forward step was the official recognition of the research department as a coordinate arm of our school system. The appointment of Miss Jessie La Salle as assistant superintendent in charge of research, thus releasing her from supervisory duties, signaled the establishment of a full-fledged branch of the school system set apart in its particular field, and set up to render more efficiently its particular service to the schools.

Our elementary, junior, and senior high schools will benefit alike from the scientific assistance rendered through the activities of the research department. Every branch of the schools presents problems that require investigation and scientific solution. When the superintendent or his administrative and supervisory officers are concerned with general problems that should be solved by research, a group of expert workers is now ready to take up those studies assigned to them.

In general it should be the province of the research service of the schools to investigate on the request of an officer or department rather than to initiate a study of a problem without the knowledge of the officer concerned. An investigation will progress more satisfactorily when the officers, the principals, and teachers concerned are working upon a problem sympathetically and in full cooperation with the research department. Moreover, the results of investigation will react more effectively and more beneficially upon those schools in which the personnel and the research workers are in agreement concerning the problem to be solved.

The superintendent and his administrative staff should have knowledge of every such undertaking, its purpose, and the general program of investigation. Confronted with problems of administration and supervision requiring expert study and analysis the superintendent on his own initiative will call upon the research department for investigations with the view to improving the efficiency of the educational machine. Only on the basis of facts ascertained by scientific testing can the superintendent be assured that the results of instruction measure up to the expected standards of achievement.

In order to guarantee a satisfactory initiation of an investigation in any part of the schools by the research department the administrative procedure should probably be as follows:

- (1) Written statement from the officer or principal to the superintendent through the regular channels pointing out the need of such study by the research department and the educational ends to be gained thereby.

- (2) Conference of the superintendent, or one of his administrative assistants, with the field officer concerned and assistant superintendent in charge of research.

- (3) Conference of research officer and field officer with personnel groups in the field before launching a program of investigation approved by the superintendent.



After completing its investigation the research officer should submit a general statement to the superintendent and his assistants indicating the results of the study and the recommendations of the department of research. Conferences of officers should follow in order that a proper interpretation may be had of the data growing out of the investigation, and to insure an intelligent understanding of the follow-up work necessary for the resultant improvement of the schools. The superintendent's staff and all officers in the field have the privilege of consulting the officer in charge of research in furthering programs of school improvement growing out of investigations by the research department.

A notable improvement in classroom instruction has resulted from the reorganization of classes in those elementary schools which have had the benefit of intelligence and achievement testing under the auspices of our research department. A more homogeneous grouping of pupils, a better understanding of pupil needs by the teacher, and the closer adaption of subject matter and materials of instruction to pupil ability have been made possible by such investigations. New bases established by research become important factors in the classification of pupils, and new criteria have become significant guides for judging the effectiveness of instruction.

The adaptation of the schools to individual differences among pupils, is a many-sided problem of administration affecting high schools and the elementary schools alike. The time is ripe for the revision of our courses of study in order that they may be framed in the light of recent findings of research. Already the latest textbooks give evidence of the scientific trend in education. Teacher training must be adapted to the changing concepts of the intellectual and physical nature of the child. The new point of view becomes a factor in the reorganization of our system of vocational training and manual arts. Special rooms for special classes must be considered in all future planning of school buildings, and in the selection of materials of instruction and equipment for such rooms. These are some of the important problems which challenge our best thought during the coming year.

Respectfully submitted.

R. L. HAYCOCK,  
*Assistant Superintendent of Schools.*

#### 4. REPORT OF ASSISTANT SUPERINTENDENT ROSE L. HARDY

To the SUPERINTENDENT OF SCHOOLS.

SIR: According to the superintendent the prime function of the department of research is to investigate, to draw conclusions, and to make recommendations. These recommendations are made to school officials responsible for administration and for the development of an adequate program of education. It then becomes the responsibility of these persons in the field to so use this material that better education from the kindergarten through high school is the result.

The compulsory education act requires the schools to provide a place for every child who is above the grade of imbecile. By the standards of progressive education this does not mean merely providing so many cubic feet of air, a seat to sit in, and a teacher in charge of a large number of children. It means a place for the personality of the child to develop, whatever his characteristics may be, whatever his mental level may be, a place where he can develop those talents or gifts with which nature has endowed him, whether these gifts be many or few, intellectual or otherwise. The school can not

give to each child adequate opportunity to develop without knowing what type of child he is. It was for the purpose of getting as complete understanding as possible of the pupil material in our schools that the department of educational research was established three years ago. Though the amount of work accomplished during the first two years was prodigious it was small compared with the vastness of the task. In the year 1925-26 appreciable strides have been made and a program of organization providing for the classification of all elementary schools has been planned.

In the three years of work with psychological classification some outstanding problems have arisen. It is the purpose of this section of the report to focus attention on some of these problems.

1. How can a definite understanding of what psychological classification means, a sympathetic attitude toward it, and a real spirit of investigation and experimentation in education be developed on the part of all who share the responsibility for the education of the children of our local schools? Progress has been made in the past year but there are still administrators and teachers who feel that a teacher of a class of dullards has a "raw deal," that the teacher of a group of gifted children has a "soft snap," that "a few bright ones should be thrown into the group" of below average to liven things up a bit for teacher and pupils, that segregation is a stigma when the child is in any below-average group. There is still failure on the part of many to comprehend that teaching slow children demands a different technique and does not mean merely going more slowly, that developing a group of accelerates demands not merely a rapid mastery of subject matter, though subject matter should be mastered as rapidly as is consistent with the all-around development of the child, but that pupils of superior intellect should have such training that they are not hurried through school but developed fully and richly along the line of their native capacities.

2. What standards of classification are to be recognized that make city-wide differentiation between different groups of pupils. It does not matter whether these groups are designated as X Y Z, as average, above average and below average, or what designation is used so long as the X group in school A represents the same level as the X group in school B. It must be recognized, however, that the grouping is not hard and fast, but that other factors than intelligence frequently come in to change a pupil from one group to another, such factors as emotional instability which may lower a very gifted child's status, or force of character and will which may increase the power of a child of only average intelligence. Throughout the grouping the general understanding must prevail that psychological tests are not an excuse not to educate but a useful indication of how to educate. Early psychological classification carried through has the value of preventive measure. It makes it possible to keep bright pupils from marking time and to save dull ones from useless failure and discouragement.

3. How can more adequate records of school history be kept and handled so that the record of a child's whole progress through school is easily available and can furnish valuable material for diagnosis? This involves the development of a system of keeping, of filing, and of handling records. These records furnish information invaluable for a teacher, but they make heavy demands in clerical work for both teacher and principal. The problem points to a need for some clerical help in every large elementary school unit.

4. "What is satisfactory attainment for the children of my class?" is the problem of every teacher handling a classified group. The present course of study is inadequate both from its content and from its lack of flexibility.



Committees appointed by the superintendent during the past year are at work on a reorganization of the present curriculum. It is desirable that these committees make use of whatever knowledge is available in regard to the range of intelligence and to the types of children in our local schools, and that a curriculum be made definite enough and at the same time flexible enough to be an effective instrument in the hands of teachers for the development of the best in each child.

5. The problem of material for effective work is an outstanding one. If the school believes that what a child is is more than what he knows, that the experience he gains as he goes through school is more than the knowledge he acquires it will do away with empty colorless classrooms. Provision must be made to bring the gifted groups in contact with stimuli that tend to develop them to their fullest extent. Provision must also be made for that stimuli that will do this best for the average and below-average groups. Children must be brought in contact with the educative forces of the community both in the classroom and out of it. Provision must be made for excursions, for the handling of materials that give a child chance for self expression, for contact with music, art, and literature. Supplementary material that gives a child the chance to work independently in building up desirable habits and skills in the tool subjects must be provided. Many of our teachers have generously furnished money from their own incomes for this purpose. It is desirable that there should be funds available for supplying material for experimental purposes in working with children of different levels of ability.

6. How large a group can a teacher handle and really develop those attitudes, habits, and skills which modern progressive education demands a child shall have? Where psychological classification has been made the school knows its pupil material and is able to judge the quality of the teacher's work, but much experimentation should be made to discover what size class can be taught with best success.

7. A psychologically classified school needs teachers equipped for the job. It becomes one of the paramount problems of the school system to find the right teacher for each situation. This involves consideration of native equipment, training, and personality traits. It also involves a knowledge of the type of work each teacher is asked to do. With the best possible assignment there is the further problem of training and helping the teacher in service. With the modern type of school where much experimentation must be made, how can the teacher be directed and helped and still freed for creative work?

I wish to pay tribute to those teachers who have done outstanding work with the deviates from the normal. More have reached success in the handling of slower groups than bright ones. There have, however, been a few outstanding examples of work of high character with brilliant children.

8. How can the community be brought into sympathetic understanding with the new type of organization that must be developed for psychological classification, and how can they be stimulated to participate actively in such reorganization? The present generation of parents was educated in the traditional thinking of mass instruction—every child must have the same type of training and arrive at the same point at the same time or something was wrong with the schools. How can the public be brought to see that the complexities of modern life demand a different type of education, that waste in education must be eliminated, and that the most appalling waste we are combating is the waste of child life? Conserving the energy of the child and releasing it for the development of his individual powers is the challenge to the modern school. Perhaps no school officer has so large an opportunity

here as has the administrative principal of an elementary school in a live, growing community.

These are some of the problems that present themselves to officers in the field in the use of measurement in education. Many of them are not new but present new phases that show need for a scientific attitude toward education and for much experimentation. In their solution there is need for the interlocking of teaching body, administrative group, and research department. With the right attitude toward experimentation, with strong cooperation, and with a vigorous use of what has already been accomplished in the past year, the year 1926-27 offers opportunities for wide accomplishment in reorganization.

Respectfully submitted.

ROSE L. HARDY,  
*Assistant Superintendent.*





REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE  
DISTRICT OF COLUMBIA

1926-27



UNITED STATES  
GOVERNMENT PRINTING OFFICE  
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1927





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## LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

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The accompanying report, prepared by the superintendent of schools at our direction, is for the information of Congress, national officers concerned with public education in the District of Columbia, the Board of Commissioners, and the citizens of Washington.

As the report discloses, much has been accomplished in providing new facilities, remedying old conditions, and raising the standard of achievement.

The major credit is due to the conspicuously able service of Doctor Ballou, loyally supported by a capable staff.

It is most gratifying to be able to call attention to the spirit of harmony and cooperation prevailing throughout the school system and to acknowledge the fine cooperation of the District Commissioners and the bureaus and officers under their jurisdiction. The board of education has been much encouraged by the fairness and good will of the local press and greatly heartened by the many evidences of the appreciation of the more responsible element of our citizens whom they have the honor to serve.

CHARLES F. CARUSI,  
*President Board of Education of the District of Columbia.*

## SCHOOL CALENDAR

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- 1927—Schools open (beginning of the first half year) : Monday, September 10.  
 Thanksgiving holiday : Thursday and Friday, November 24 and 25.  
 Christmas holiday : Friday, December 23, 1927, to Monday, January 2, 1928, both inclusive.
- 1928—End of first half year : Tuesday, January 31.  
 Beginning of second half year : Wednesday, February 1.  
 Washington's Birthday : Wednesday, February 22.  
 Easter holiday : Friday, April 6, to Friday, April 13, both inclusive.  
 Memorial Day : Wednesday, May 30.  
 Schools close (end of second half year) : Wednesday, June 20.  
 Schools open : September 17.

## DIRECTORY OF BOARD OF EDUCATION

1926-27

### OFFICERS OF THE BOARD

Mr. E. C. GRAHAM,<sup>1</sup> *President*  
 Mr. CHARLES F. CARUSI, *Vice President*  
 HARRY O. HINE, *Secretary*  
 FRANK W. BALLOU, *Superintendent of Schools*

Mr. Charles F. Carusi.....	818 Thirteenth Street NW.
Mr. Henry Gilligan.....	Olds Building.
Mrs. William C. McNeill.....	1423 T Street NW.
Mr. E. C. Graham.....	1330 New York Avenue NW.
Mrs. William H. Herron.....	Florence Courts.
Rev. F. I. A. Bennett.....	651 Eleventh Street NE.
Dr. H. Barrett Learned.....	2123 Bancroft Place NW.
Mrs. Howard L. Hodgkins.....	1821 Kalorama Road NW.
Dr. J. Hayden Johnson.....	1842 Vermont Avenue NW.

1927-28

TERM EXPIRES JUNE 30, 1928

Dr. H. Barrett Learned	Dr. J. Hayden Johnson	Mrs. Howard L. Hodgkins
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TERM EXPIRES JUNE 30, 1929

Mr. Charles F. Carusi	Mr. Henry Gilligan	Mrs. William C. McNeill
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TERM EXPIRES JUNE 30, 1930

Mrs. William H. Herron	Rev. F. I. A. Bennett	Mr. Isaac Gans
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### OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*  
 Mrs. WILLIAM H. HERRON, *Vice President*  
 HARRY O. HINE, *Secretary*  
 FRANK W. BALLOU, *Superintendent of Schools*

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.

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<sup>1</sup> Mr. Graham resigned February 17, 1927. Mr. Carusi was elected president and Mrs. Herron vice president March 2, 1927. Mr. Isaac Gans on February 18 succeeded Mr. Graham.



## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the Board of Education of the District of Columbia:*

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1926-27, ending June 30, 1927.

The form of the annual report is similar to the annual reports heretofore presented.

Section I, entitled "The school year 1926-27," contains a description of some of the more important matters which have received the attention of the Board of Education and the superintendent of schools during the year covered by this report.

Section II, entitled "Changes among school officials," is a record of the passing from among us of a number of faithful and honored associates, retirement on an annuity of others, resignation of others, and appointments and promotions to fill vacancies, to fill new positions due to reorganization, and to fill newly created positions established as a result of a growing school system.

Section III is a record of the steps taken leading to the reorganization of the normal schools, effective July 1, 1927. This subject is considered to be the most outstanding development during the school year 1926-27.

Section IV, entitled "Determining who are superior teachers," is a description of the plan established during the past school year for determining what teachers are entitled to the salaries provided for superior teachers.

Section V, on "The assignment of certain junior high-school teachers to salary class 2, Group C," contains the several opinions of the Comptroller General, instructions from the auditor, and the final action of the superintendent of schools and the Board of Education in the matter of the assignment of certain junior high-school teachers who appealed to the Comptroller General for placement in salary class 2, Group C.

Section VI is entitled "What school officials are saying and doing." Each year the officers make reports to the superintendent of schools. It is impossible to include all such reports in the superintendent's report to the Board of Education. Heretofore the superintendent has selected a limited number of such reports to be printed as a part of his report. This year the superintendent has selected a quotation from the annual report of most of his officers. The superintendent believes that these quotations contain very significant observances by officers on what is actually being done in the schools and what changes officers contemplate for the improvement of the service.

Section VII is entitled "Status of land and building items carried in the five-year school building program." In this section will be found information as to what items have been appropriated for up to June 30, 1928, and what items yet remain to be appropriated for:

Section VIII is entitled "Progress in providing pupil accommodations," and contains a record of the additional pupil accommodations which have been provided.

To-day Washington has a Board of Education and a united staff of officers and teachers devoting themselves wholeheartedly to the development of a system of progressive education, a helpful press, an interested and helpful public opinion on the schools, a sympathetic Board of Commissioners, and a fine working arrangement with the Bureau of the Budget and with Congress. The progress made in the public schools during the past seven years should be a source of gratification to everyone interested in public education in Washington.

Despite the splendid record of accomplishment during the past seven years many improvements yet remain to be made. No one is more aware of this fact than the Board of Education and the school officials. The extent to which the ideals set up seven years ago for the public schools of Washington shall be fully realized in the future depends upon the progressive efficiency of the school organization and the sympathetic understanding of school needs by the people of Washington. The superintendent and those associated with him have dedicated themselves to the accomplishment of those high ideals.

Respectfully submitted.

FRANK W. BALLOU,  
*Superintendent of Schools.*



## SECTION I. THE SCHOOL YEAR 1926-27

In this section of the annual report the superintendent presents a brief account of some of the developments in the educational system during the school year 1926-27. As far as practicable, the accounts are arranged chronologically as the developments took place. The account covers matters acted on either by the Board of Education or by the superintendent of schools as the executive officer of the board.

### 1. OPENING NEW SCHOOLHOUSE ACCOMMODATIONS

The school year 1926-27 saw an unusually large number of additional school facilities opened. The school system has begun to feel the effects of the inauguration of the five-year school-building program. The first buildings to become available from the appropriations made under the provisions of the five-year program were opened in September, 1926.

The complete list of buildings and additions to buildings which became available during the school year 1926-27 follows:

#### *Elementary-school buildings*

School	Division	Number of class-rooms	Description	Occupied
Oyster.....	I	18	New building.....	Sept. 20, 1926
Barnard.....	III	8	do.....	Do.
Truesdell.....	III	8	Addition.....	Do.
Whittier.....	III	8	New building.....	Do.
Brightwood.....	III	16	do.....	Do.
Bell.....	XIII	18	Addition.....	Do.
Total.....		56		

1 Includes a combination assembly hall-gymnasium.

#### *Junior high schools*

School	Division	High school pupils	Elementary class-rooms	Description	Occupied
Randall.....	XIII	75	3	Addition.....	Feb. 7, 1927
Francis.....	X	225	12	New building.....	Feb. 28, 1927
Macfarland.....	III	100	6	Addition.....	Mar. 29, 1927
Stuart.....	VI	225	12	New building.....	May 24, 1927
Hine.....	VII	70	7	Addition.....	Sep.—, 1927 <sup>1</sup>
Total.....		695	40		

1 The addition was completed May 4, 1927, too late to equip it for use before the close of the school year.

The above tabulations show that during the year 1926-27 accommodations for 695 high-school pupils and 96 classrooms for elementary-school pupils were opened.

### 2. INSPECTION OF BUILDINGS BY PRINCIPALS

Annually much attention is being given by school officials to the matter of proper preparation for the opening of schools in September. The janitorial staff cleans the buildings; the engineers and assistant engineers in cooperation with the District repair shop overhaul the heating plants; principal's requisition

and distribute the necessary educational supplies; the District repair shop undertakes to expend a generous portion of the repair fund for the general improvement of the school buildings; the interior and exterior of some buildings are painted; heating plants are replaced; new floors are laid in certain classrooms; and many blackboards are repainted.

In order that there might be accurate information available as to the condition of buildings on the opening of school on September 17, 1926, the superintendent issued the following circular under date of September 13, 1926:

*To the principals of buildings:*

It is the desire and expectation of all concerned that the school buildings, supplies, equipment, and teaching service shall be ready for use on the opening day of school, September 20.

Please inspect personally your building on Thursday, September 16, and report to this office through the proper channels as defined by the rules of the Board of Education, covering in your report the following topics:

1. *The general cleanly and sanitary condition of the building.*—Your inspection should note whether the windows have been washed, blackboards washed, walls cleaned, floors scrubbed, and all other matters of like kind which relate to the general condition of the building.

2. *School furniture.*—Covering the transfer of furniture as requested, the cleaning, painting or oiling of the same, the replacement of broken seats and desks and any other similar conditions relating to the seating of pupils.

3. *Janitor supplies.*—Whether the supply of janitor materials is sufficient for immediate needs.

4. *Coal and wood.*—Whether there is a sufficient supply of coal and wood so that fires may be started when they become necessary.

5. *Educational supplies.*—Whether books have been delivered and the stock of paper, pens, ink, drawing supplies, kindergarten supplies, maps, and all other materials used in instruction have been received by your building and are ready for use.

6. *Classroom equipment.*—Whether each teacher has made the necessary preparation before the opening of school so that classroom work might begin Monday, September 20, the opening day of school for pupils, including the distribution of teaching supplies and other teaching necessities.

Very sincerely yours,

FRANK W. BALLOU,  
Superintendent of Schools.

Following the receipt of reports from building principals, the superintendent presented a written report covering each one of the six items reported on by principals. Each report consisted of an exact quotation from the principal's report. These reports were submitted to the board of education on the dates indicated below:

Item No. 1. General cleanly and sanitary conditions, October 20, 1926.

Item No. 2. School furniture, November 3, 1926.

Item No. 3. Janitor supplies, November 17, 1926.

Item No. 4. Coal and wood, December 1, 1926.

Item No. 5. Educational supplies, December 15, 1926.

Item No. 6. Classroom equipment, January 5, 1927.

The reports of principals clearly indicated that while in general conditions were good, the distribution of educational supplies to buildings was not as effective as it should be.

In explanation of the situation and with a view of improving conditions in subsequent years, the superintendent prepared and submitted to the Board of Education the following memorandum on the delivery of educational supplies as a part of his report on item No. 5.

#### MEMORANDUM OF THE SUPERINTENDENT ON SECTION 5—DELIVERY OF EDUCATIONAL SUPPLIES

Being a part of the report on conditions of the schools at the opening of school

The school officials have long felt the desirability and the need of making better preparation for the opening of the public schools each year in September. Conscientious and systematic efforts have been directed toward this end for several years. Some of these efforts will be noted.



1. Many appointments of teachers are now made at the meeting of the Board of Education in July rather than at board meetings in September as heretofore. This practice has been gradually built up during the past several years and serves two important purposes.

(a) It makes it possible to secure the services of competent people who stand at the head of our examined list of candidates for high-school positions whose services, in many cases, would not be available in September, since by that time they would have entered into contract elsewhere.

(b) It has resulted in giving each principal of the school definite information as to the personnel in his building earlier than heretofore, and he can complete his organization earlier.

2. The designation of Friday as the opening day of the school year for teachers is another indication of the general program of making it possible to start systematic school work on Monday, which is the opening day for children. Last September teachers' meetings were uniformly held on Friday instead of Saturday as heretofore. This made it possible for principals and supervisory officers to give the necessary instructions for the opening of schools on Monday, and gave teachers Saturday in which to comply with those instructions and to make the other preparations which teachers ordinarily make for beginning their work on Monday.

3. Many other administrative matters formerly left for consideration in September are now disposed of by school officials before they leave for their summer vacation, such as transfers of teachers, transfers of pupils, and readjustment of furniture.

4. It is also significant that the superintendent of schools for the first time in his administration, and as far as he has been able to ascertain for the first time in the administration of the schools of Washington, requested a detailed, comprehensive report of each building principal indicating the general conditions in the public-school buildings on September 17, immediately preceding the opening day of school on September 20, 1926.

The significance of this report is that the officials have been making systematic efforts to make better preparation for the opening of schools in September; that they undertook to secure specific and authentic information on those conditions as a basis of undertaking to improve them, and that steps have already been initiated to secure better results next year.

The information thus secured from principals has been very frankly and completely furnished to the Board of Education in a series of five reports covering five topics, in the order in which they appear in the superintendent's circular. Item 6, relating to the matter of teachers' preparation for their work, still remains to be reported on.

Comparison of the conditions reported by principals as to the delivery of supplies at the opening of this school year with the ideal condition which we are striving to establish clearly leaves much to be desired. In reading the report it should be kept in mind, however, that the reports of the principals have to do with the *delivery of supplies* during the summer. The principals were not asked to report on whether the *stock of educational supplies on hand* in the respective schools was sufficient for immediate use, although some principals did so report.

#### CONDITIONS BETTER THAN BEFORE

Despite the evidence in the reports of principals that delivery of educational supplies had not been made by the opening of the schools on September 20, the superintendent is of the opinion, and that opinion is shared by his associates, that better preparation had been made in every way for the opening of the schools on September 20, 1926, than had ever been made before. Evidence of the basis of this opinion will be of interest.

1. Notwithstanding the difficulties met in moving the public-school storehouse and by failure of contractors to deliver materials within the specifications of their contracts, the delivery of textbooks and supplies this year has been accomplished with more expedition than heretofore. The records show that the issue of supplies for the first term of the school year 1924-25 was not completed until December 23, 1924; that the issue of these supplies for the school year 1925-26 was not completed until November 30, 1925, and that the issue of supplies for the year 1926-27 was completed on November 15, 1926.

2. This year, as usual, requests were received from principals of buildings for the delivery of books and supplies prior to the opening day of school. A principal who made such a request agreed to be present at the building at a



time to be designated during the month of August or September. All such requests were honored, except a few which were made during the week beginning September 13, when the schedule of deliveries already established made it impossible to comply with the request during that week.

3. Further evidence of the efforts of the administrative and supervisory officers to meet the needs of the situation will be found in the fact that when issues for the first term of the last school year were begun the usual priority of delivery was given to supplies rather than to textbooks. Upon the urgent representation of supervisory officers in the field, the delivery of these supplies was discontinued and textbooks were given priority. Arrangements were made this year for the priority delivery of books, but upon the representation of the supervisory officers in the field the program of last year was reversed, the delivery of books was discontinued, and priority was given for the delivery of supplies.

4. Since the public school storehouse was to be transferred from rented property at 136 K Street NE. to the John F. Cook School in July, the paper on hand was transferred from the old storehouse directly to buildings with administrative principals in May and June of last school year. These deliveries included large quantities of pencil pads, practice paper, composition paper, examination paper, tag board, ink, chalk, pencils, penholders, and pens. Under the procedure heretofore prevailing these supplies would not have been delivered until immediately preceding or following the opening of schools in September.

It is the opinion of the school officers that on the opening of schools there was a sufficient supply of the aforementioned material in the school system to equip satisfactorily all pupils. It appears to the superintendent that the program of distribution of such stock failed of full realization, because supervising principals and principals of administrative buildings to which these supplies were delivered were not fully informed, as they should have been, that this stock of paper was being distributed to certain buildings and would, therefore, be available for distribution to smaller buildings in the vicinity if such buildings were in need of such stocks before the regular delivery would be made.

#### PLANS FOR THE FUTURE

Whatever one's views may be about the principals' reports as to the delivery of supplies at the opening of school, it is obvious that that record has been established and can not now be changed. Our primary concern, as it seems to the superintendent, should be to improve in the future those conditions which have been found to be unsatisfactory in the past.

The general conditions attendant upon the opening of schools in September have been known, of course, to the school officers since that time. Systematic efforts were initiated at once to improve the conditions at the beginning of the next school year.

1. At a conference of the superintendent and his associates on October 2, 1926, the superintendent went thoroughly into the matter of the individual and collective responsibility of the superintendent and his associates for the conditions as they existed in September, 1926, and the individual and collective responsibility of the same officers for improving those conditions in 1927.

2. In a brief conference with the administrative principals in Divisions I to IX held November 18, 1926, the superintendent discussed the delivery of supplies and the printing of forms for the elementary schools. At that time the superintendent took occasion to point out that the administrative principals would be expected to assist in the receiving and accounting for the supplies, if said supplies are to be delivered during the months of July and August.

3. The board of apportionment, which is created by the rules of the board for the apportionment of lump-sum appropriations, has for some weeks been working on a program looking toward the establishment of building quotas and the inauguration of a procedure which will result in a delivery of supplies at our schools by the opening of school, sufficient in quantity for a period of nine weeks, or approximately one-fourth of the school year.

4. Another and equally important aspect of the plan of the board of apportionment contemplates the following procedure in the purchase of supplies.

- (a) Advertising for bids in January.
- (b) Awarding of the contracts in February.
- (c) Securing requisitions from the school system by April or May.
- (d) Purchase of supplies July 1.
- (e) Deliveries to buildings during August.



If this procedure is inaugurated, it will necessitate making arrangements to have in the several divisions of the school system responsible officers, namely, administrative principals, supervising principals, and principals of junior and senior high schools and normal schools available at their respective buildings to give a proper receipt for such supplies when they are delivered. The business office contemplates the establishment of a definite schedule for the delivering of supplies during the month of August, so that the date of delivery may be known well in advance.

It is the belief of the superintendent that a plan may be worked out whereby one responsible officer may take charge of the receiving of supplies in several school buildings in his neighborhood, thereby relieving the other administrative and supervisory officers of the necessity for being present during the vacation period to discharge that function. It is the further belief that this responsibility may be rotated among the officers in each division of the school system, in such a manner that no one officer would be called upon to serve very frequently in that capacity.

Respectfully submitted,

FRANK W. BALLOU,  
Superintendent of Schools.

The Board of Education at its meeting on December 15, 1926, approved the general plan outlined above for the future purchase and distribution of educational supplies.

Accordingly the assistant superintendent in charge of business affairs organized and the superintendent approved and distributed superintendent's Circular No. 68, dated May 9, 1927, giving the following schedule for distribution of supplies to buildings during July and August, 1927:

To all school officers:

At a meeting of the school officers the superintendent presented for general consideration a tentative plan of making the first delivery of supplies during the summer vacation so that there would be available in each school building on the opening day of school the books and supplies requisite to the beginning of the educational work. Since this meeting the administrative officers have prepared a schedule of tentative dates of delivery which has been submitted to the supervising principals of the respective divisions. With the exception of only two buildings has there been any suggestion as to a change in the tentative dates of delivery. The replies of the supervising principals indicate that satisfactory arrangements can be made for the reception of summer deliveries by responsible school employees and that the school employees are cooperating with the administrative officers in securing this early delivery of supplies.

The superintendent, therefore, announces the following dates of delivery of supplies for the fiscal year from July 1, 1927, to June 30, 1928:

	First Issue	Second Issue	Third Issue
<b>Normal schools:</b>			
Miner Normal School.....	Sept. 2, 1927	Oct. 24, 1927	Jan. 24, 1928
Wilson Normal School.....	Aug. 10, 1927	Nov. 1, 1927	Feb. 1, 1928
<b>High schools:</b>			
Armstrong Technical High School.....	Sept. 2, 1927	Nov. 3, 1927	Feb. 3, 1928
Business High School.....	do	do	Do.
Central High School.....	do	do	Do.
Dunbar High School.....	do	do	Do.
Eastern High School.....	Sept. 8, 1927	Nov. 4, 1927	Feb. 6, 1928
McKinley Technical High School.....	do	do	Do.
Western High School.....	do	do	Do.
<b>Junior high schools:</b>			
Columbia Junior High School.....	Sept. 6, 1927	Oct. 11, 1927	Jan. 11, 1928
Francis Junior High School.....	do	Oct. 13, 1927	Jan. 13, 1928
Hine Junior High School.....	do	Oct. 17, 1927	Jan. 17, 1928
Jefferson Junior High School.....	do	Oct. 18, 1927	Jan. 18, 1928
Langley Junior High School.....	do	Oct. 20, 1927	Jan. 20, 1928
MacFarland Junior High School.....	Sept. 7, 1927	do	Do.
Powell Junior High School.....	do	Oct. 24, 1927	Jan. 24, 1928
Randall Junior High School.....	do	Oct. 25, 1927	Jan. 25, 1928
Shaw Junior High School.....	do	Oct. 27, 1927	Jan. 27, 1928
Stuart Junior High School.....	do	Oct. 28, 1927	Jan. 28, 1928
<b>Vocational schools:</b>			
Abbot Vocational School.....	do	Nov. 2, 1927	Feb. 2, 1928
French Vocational School.....	do	Oct. 19, 1927	Jan. 19, 1928
Lenox Vocational School.....	do	do	Do.
Margaret Murray Washington Vocational School.....	do	Nov. 2, 1927	Feb. 2, 1928
Phelps Vocational School.....	do	do	Do.

	First Issue	Second Issue	Third Issue
<b>First division:</b>			
Addison School.....	Aug. 1, 1927	Oct. 3, 1927	Jan. 3, 1928
Brown School.....	do	do	Do.
Conduit Road School.....	Aug. 3, 1927	Oct. 26, 1927	Jan. 26, 1928
Coreoran School.....	Aug. 1, 1927	Oct. 7, 1927	Jan. 9, 1928
Curtis School.....	do	do	Do.
Eaton School.....	Aug. 2, 1927	Oct. 12, 1927	Jan. 12, 1928
Fillmore School.....	do	do	Do.
Grant School.....	do	Oct. 13, 1927	Jan. 13, 1928
Hyde School.....	Aug. 1, 1927	Oct. 7, 1927	Jan. 9, 1928
Industrial Home School.....	Aug. 3, 1927	Oct. 17, 1927	Jan. 17, 1928
Jackson School.....	Aug. 1, 1927	Oct. 18, 1927	Jan. 18, 1928
Janney School.....	Aug. 2, 1927	do	Do.
Oyster School.....	Aug. 3, 1927	Oct. 24, 1927	Jan. 24, 1928
Reservoir School.....	do	Oct. 26, 1927	Jan. 26, 1928
Tenley School.....	Aug. 2, 1927	Oct. 28, 1927	Jan. 30, 1928
Toner School.....	Aug. 3, 1927	do	Do.
Weightman School.....	Aug. 2, 1927	Nov. 2, 1927	Feb. 2, 1928
Wisconsin Avenue School.....	Aug. 3, 1927	do	Do.
<b>Second division:</b>			
Berret School.....	Aug. 4, 1927	Oct. 4, 1927	Jan. 4, 1928
Dennison School.....	do	Oct. 11, 1927	Jan. 11, 1928
Morgan School.....	do	Oct. 21, 1927	Jan. 23, 1928
Thomson School.....	do	Oct. 31, 1927	Jan. 31, 1928
<b>Third division:</b>			
Bancroft School.....	Aug. 8, 1927	Oct. 4, 1927	Jan. 4, 1928
Barnard School.....	do	do	Do.
Brightwood School.....	Aug. 9, 1927	do	Do.
H. D. Cooke School.....	do	Oct. 10, 1927	Jan. 10, 1928
Hubbard School.....	do	Oct. 17, 1927	Jan. 17, 1928
Johnson School.....	Aug. 8, 1927	Oct. 18, 1927	Jan. 18, 1928
Keene School.....	Aug. 9, 1927	Oct. 19, 1927	Jan. 19, 1928
Petworth School.....	do	Oct. 24, 1927	Jan. 24, 1928
Raymond School.....	do	Oct. 26, 1927	Jan. 26, 1928
Ross School.....	Aug. 10, 1927	do	Do.
Takoma School.....	do	Oct. 28, 1927	Jan. 30, 1928
Truesdell School.....	do	do	Do.
West School.....	do	Oct. 31, 1927	Jan. 31, 1928
Whittier School.....	do	do	Do.
<b>Fourth division:</b>			
Adams School.....	Aug. 4, 1927	Oct. 3, 1927	Jan. 3, 1928
Force School.....	do	Oct. 13, 1927	Jan. 13, 1928
Henry School.....	Aug. 5, 1927	Oct. 14, 1927	Jan. 16, 1928
Polk School.....	do	do	Do.
<b>Fifth division:</b>			
Arthur School.....	Aug. 15, 1927	Oct. 3, 1927	Jan. 3, 1928
Blake School.....	Aug. 11, 1927	Oct. 5, 1927	Jan. 5, 1928
Brookland School.....	do	do	Do.
Bunker Hill School.....	do	do	Do.
Burroughs School.....	do	do	Do.
Eckington School.....	Aug. 12, 1927	Oct. 12, 1927	Jan. 12, 1928
Emery School.....	do	do	Do.
Gage School.....	do	Oct. 13, 1927	Jan. 13, 1928
Gales School.....	Aug. 11, 1927	Oct. 14, 1927	Jan. 16, 1928
Langdon School.....	Aug. 12, 1927	Oct. 19, 1927	Jan. 19, 1928
Monroe School.....	do	Oct. 21, 1927	Jan. 23, 1928
Park View School.....	Aug. 15, 1927	Oct. 25, 1927	Jan. 25, 1928
Seaton School.....	Aug. 11, 1927	Oct. 27, 1927	Jan. 27, 1928
212 H Street NW.....	do	Nov. 3, 1927	Feb. 3, 1928
<b>Sixth division:</b>			
Benning School.....	Aug. 15, 1927	Oct. 5, 1927	Jan. 5, 1928
Blair School.....	do	do	Do.
Blow School.....	do	do	Do.
Carbery School.....	Aug. 16, 1927	Oct. 10, 1927	Jan. 10, 1928
Edmonds School.....	do	Oct. 12, 1927	Jan. 12, 1928
Hayes School.....	Aug. 15, 1927	Oct. 17, 1927	Jan. 17, 1928
Hilton School.....	Aug. 16, 1927	Oct. 25, 1927	Jan. 25, 1928
Kenilworth School.....	do	Oct. 19, 1927	Jan. 19, 1928
Kingsman School.....	do	Oct. 18, 1927	Jan. 18, 1928
Ludlow School.....	Aug. 17, 1927	Oct. 19, 1927	Jan. 19, 1928
Madison School.....	do	Oct. 21, 1927	Jan. 23, 1928
Maury School.....	do	do	Do.
Peabody School.....	Aug. 16, 1927	Oct. 25, 1927	Jan. 25, 1928
Pierce School.....	Aug. 17, 1927	do	Do.
Taylor School.....	do	Oct. 31, 1927	Jan. 31, 1928
Webb School.....	do	Nov. 1, 1927	Feb. 1, 1928
Wheatley School.....	Aug. 18, 1927	do	Do.
1201 E Street NE.....	do	Nov. 3, 1927	Feb. 3, 1928



	First issue	Second issue	Third issue
<b>Seventh division:</b>			
Brent School.....	Aug. 18, 1927	Oct. 6, 1927	Jan. 6, 1928
Bryan School.....	do	do	Do.
Buchanan School.....	do	do	Do.
Congress Heights School.....	Aug. 19, 1927	Oct. 10, 1927	Jan. 10, 1928
Cranch School.....	do	do	Do.
Dent School.....	Aug. 18, 1927	Oct. 11, 1927	Jan. 11, 1928
Ketcham School.....	Aug. 19, 1927	Oct. 19, 1927	Jan. 19, 1928
Orr School.....	Aug. 22, 1927	Oct. 26, 1927	Jan. 26, 1928
Randle Highlands School.....	do	do	Do.
Stanton School.....	do	Oct. 27, 1927	Jan. 27, 1928
Towers School.....	do	Nov. 1, 1927	Feb. 1, 1928
Tyler School.....	Aug. 19, 1927	Oct. 10, 1927	Jan. 10, 1928
Van Buren School.....	do	Oct. 19, 1927	Jan. 19, 1928
Van Ness School.....	do	Oct. 31, 1927	Jan. 31, 1928
Wallach School.....	Aug. 22, 1927	Nov. 1, 1927	Feb. 1, 1928
<b>Eighth Division:</b>			
Amidon School.....	Aug. 8, 1927	Oct. 3, 1927	Jan. 3, 1928
S. J. Bowen School.....	Aug. 5, 1927	Oct. 27, 1927	Jan. 27, 1928
Bradley School.....	Aug. 8, 1927	Oct. 4, 1927	Jan. 4, 1928
Fairbrother School.....	Aug. 5, 1927	Oct. 13, 1927	Jan. 13, 1928
Greenleaf School.....	Aug. 8, 1927	do	Do.
Russell School.....	Aug. 5, 1927	Oct. 4, 1927	Jan. 4, 1928
Smallwood School.....	do	Oct. 27, 1927	Jan. 27, 1928
<b>Ninth Division:</b>			
Health School.....	Aug. 22, 1927	Oct. 17, 1927	Jan. 17, 1928
Morse School.....	Aug. 23, 1927	Oct. 24, 1927	Jan. 24, 1928
Threlkeld School.....	do	Oct. 12, 1927	Jan. 12, 1928
Webster School.....	do	Nov. 2, 1927	Feb. 2, 1928
800 East Capitol Street.....	do	Nov. 3, 1927	Feb. 3, 1928
1340 G Street NE.....	do	do	Do.
810 Sixth Street SW.....	do	do	Do.
<b>Tenth Division:</b>			
Briggs School.....	Aug. 24, 1927	Oct. 6, 1927	Jan. 6, 1928
Bruce School.....	do	do	Do.
Chain Bridge School.....	do	Oct. 26, 1927	Jan. 26, 1928
Cleveland School.....	do	Oct. 10, 1927	Jan. 10, 1928
Garrison School.....	Aug. 25, 1927	Oct. 14, 1927	Jan. 16, 1928
Magruder School.....	do	Oct. 27, 1927	Jan. 27, 1928
Military Road School.....	Aug. 24, 1927	Oct. 21, 1927	Jan. 23, 1928
Montgomery School.....	do	do	Do.
Phillips School.....	Aug. 25, 1927	Oct. 25, 1927	Jan. 25, 1928
Reno School.....	do	Oct. 26, 1927	Jan. 26, 1928
Stevens School.....	Aug. 26, 1927	Oct. 27, 1927	Jan. 27, 1928
Sumner School.....	Aug. 25, 1927	do	Do.
Willson School.....	do	Nov. 1, 1927	Feb. 1, 1928
Wormley School.....	Aug. 26, 1927	do	Do.
<b>Eleventh division:</b>			
J. F. Cook School.....	do	Oct. 10, 1927	Jan. 10, 1928
Garnet School.....	do	Oct. 14, 1927	Jan. 16, 1928
Langston School.....	do	Oct. 20, 1927	Jan. 20, 1928
Mott School.....	Aug. 29, 1927	Oct. 24, 1927	Jan. 24, 1928
Patterson School.....	Aug. 26, 1927	Oct. 14, 1927	Jan. 16, 1928
Slater School.....	do	Oct. 20, 1927	Jan. 20, 1928
<b>Twelfth division: Harrison School.</b>	Aug. 29, 1927	Oct. 17, 1927	Jan. 17, 1928
<b>Thirteenth division:</b>			
Ambush School.....	do	Oct. 3, 1927	Jan. 3, 1928
Banneker School.....	do	Oct. 7, 1927	Jan. 9, 1928
Bates Road School.....	do	Oct. 19, 1927	Jan. 19, 1928
Bell School (new).....	do	Oct. 6, 1927	Jan. 6, 1928
Bell School (old).....	Aug. 30, 1927	Oct. 7, 1927	Jan. 9, 1928
Birney School.....	do	do	Do.
Burrville School.....	do	do	Do.
Cardozo School.....	do	Oct. 11, 1927	Jan. 11, 1928
Crummell School.....	do	do	Do.
Deanwood School.....	Aug. 31, 1927	Oct. 12, 1927	Jan. 12, 1928
Douglass School.....	do	Oct. 11, 1927	Jan. 11, 1928
Garfield School.....	do	Oct. 14, 1927	Jan. 16, 1928
Giddings School.....	do	do	Do.
Jones School.....	do	Oct. 18, 1927	Jan. 18, 1928
Lincoln School.....	do	Oct. 20, 1927	Jan. 20, 1928
Logan School.....	Sept. 1, 1927	do	Do.
Loveloy School.....	do	do	Do.
Payne School.....	do	Oct. 25, 1927	Jan. 25, 1928
Smothers School.....	do	Oct. 28, 1927	Jan. 30, 1928
Syphax School.....	do	do	Do.
Twining School.....	do	Oct. 31, 1927	Jan. 31, 1928
737 Eleventh Street NE.....	do	Nov. 3, 1927	Feb. 3, 1928

The foregoing schedule applies to regular issues. Special issues to individual buildings will be made from time to time during the year as necessity demands.

Sincerely yours,

FRANK W. BALLOU,  
Superintendent of Schools.

### 3. THE FRIES-FLURY INCIDENT

The superintendent incorporates in his annual report the correspondence relating to the opposition of General Fries to the continuance of Mr. Flury as a teacher in the public schools of Washington.

GENERAL FRIES TO SUPERINTENDENT BALLOU

DEPARTMENT OF THE DISTRICT OF COLUMBIA,  
AMERICAN LEGION,  
Washington, D. C., September 28, 1926.

DR. FRANK W. BALLOU,  
Superintendent of Schools, Franklin School Building,  
Washington, D. C.

DEAR DOCTOR BALLOU: In the Forum, published by the Forum Publishing Co., 247 Park Avenue, New York City, for the month of October, there is found a definition of socialism on page 590, by Henry Flury, of Washington, D. C.

I am just informed in a letter that Mr. Henry Flury is a teacher in one of the high schools of the District of Columbia. I am writing you this letter at once to find out what you know of Mr. Flury, and if it be true that he is a teacher in our high schools; and if so, what action you propose to take in the matter. I shall await your answer before taking the matter up with various patriotic organizations in this city.

The American Legion stands for God and country. It stands for a vigorous Americanism. It stands for nationalism and the vigorous upholding of the Constitution of the United States. It is for that reason that, as commander of the American Legion for the Department of the District of Columbia, I object most strenuously to the ideas put forth in the Forum by Mr. Flury and against anyone being kept in the schools of the District of Columbia who says in effect that workmen in America are slaves; that our civilization is cruel; that little children still toil in factories (some do, but very few and lessening all the time); who says that those who toil in building automobiles, Pullmans, and palaces, walk and live in box cars or in hovels. Anyone who has gone to the factories of Henry Ford, or who has taken the trouble to go where building operations are in progress anywhere in this city, will find that the majority of the workmen ride to their work in their own automobiles. He will probably find, also, that they get paid equally well or better than high-school teachers.

Finally, in asking the question, "Is not the industrial civilization we have created a Frankenstein that has made itself our master?" he is using only in a slightly different form the statements of the communist that our form of government is bad. The communist then adds that our Government should be overthrown, and, if necessary, by force and violence. This is just the type of un-American radicalism that the American Legion and other patriotic organizations are bitterly opposed to. Particularly are they bitterly opposed to this sort of stuff being taught to our boys and girls.

Very sincerely yours,

AMOS A. FRIES,  
Major General,  
Commander Department of District of Columbia, American Legion.

#### DEFINITION OF SOCIALISM BY HENRY FLURY, OF WASHINGTON, D. C.

[Published on page 590 of the Forum for October, 1926]

Socialism is a big question mark. It asks why, with all the wonderfully productive machinery and improved methods of organization, the workers are still slaves. It asks why our civilization is so cruel and ugly. It asks why little children still toil in the factories. It asks why those who create do not enjoy the advantages of what is created, why those who build automobiles walk, those who build Pullmans ride in box cars, those who build palaces live in hovels. It asks: Is not the industrial civilization we have created a Frankenstein that has made itself our master?



## SUPERINTENDENT BALLOU TO GENERAL FRIES

Gen. AMOS A. FRIES, *Commander Department of District of Columbia,*  
*American Legion, Washington, D. C.*      OCTOBER 1, 1926.

MY DEAR GENERAL FRIES: I have received your letter of September 28, 1926, in which you call my attention to an article in the October number of the Forum by Henry Flury, who is a teacher in the Eastern High School.

In reply to your inquiry as to what action I propose to take in the matter, I am writing to state the following:

First. That I propose to read the article from which you quoted a paragraph.  
 Second. That I propose to confer with the principal of the Eastern High School, Mr. Charles Hart, as to Mr. Flury's teaching service in that school and whether, so far as he knows, unpatriotic views are being taught in the Eastern High School.

Third. That I propose to have a conference with Mr. Flury on the matter.  
 Fourth. That I propose then to lay the facts which I shall have ascertained before the Board of Education, in executive session, since this is a matter of personnel.

Although it may not be necessary, I desire to assure you that the American Legion is no more concerned with unpatriotic teaching in the public schools of Washington or the Nation than I am, and that such teaching will not be tolerated in any schools over which I have supervision.

Sincerely yours,

FRANK W. BALLOU,  
*Superintendent of Schools.*

GENERAL FRIES TO SUPERINTENDENT BALLOU, OCTOBER 5, 1926

DEPARTMENT OF THE DISTRICT OF COLUMBIA,  
 AMERICAN LEGION,  
 Washington, D. C., October 5, 1926.

Dr. FRANK W. BALLOU,  
*Superintendent of Schools,*  
*Franklin School Building, Washington, D. C.*

MY DEAR DOCTOR BALLOU: I have your letter of October 1 and note with pleasure what you have to say in regard to Mr. Flury.

As far as reading the article is concerned, the paragraph that I sent you was all there was of it. It was simply a definition of socialism. However, it is simply using the questionnaire form to put forward certain ideas which, in a different form, would be put forth as opinions.

There has not been any question raised as to whether or not Mr. Flury is teaching this in the schools. The point which I shall be decidedly interested in is whether he is the author. A man who will write such a definition of socialism has, in my opinion, a mind so constituted and ideas so warped as to be unsafe. I shall be delighted to hear from you in regard to this man.

I might add that I am not taking this up with the Legion as a whole, nor am I taking it up with the newspapers, which, of course, would make a beautiful story of it. I assure you all I want is to see that this kind of unpatriotic utterance does not get out among our children.

Very sincerely yours,

AMOS A. FRIES,  
*Department Commander American Legion.*

## LETTERS OF MR. FLURY AND MR. HART

Following the receipt of General Fries's first letter, the superintendent conferred with Mr. Flury and with Mr. Hart, principal of the Eastern High School.

## MR. FLURY'S LETTER

Dr. F. W. BALLOU,  
*Superintendent of Schools, Washington, D. C.*

OCTOBER 11, 1926.

MY DEAR SIR: Since our conversation of Friday, October 8, I have been thinking over the subject of our interview, and I am of the opinion that it would be highly improper for me, in my official capacity as a public-school

teacher, to go into a discussion of my private, political, religious, or other beliefs.

I was perfectly willing, as one man to another, to answer your questions, as I am always willing to talk over my personal opinions as an individual at any time. But I have consistently refrained from discussing political, religious, and other controversial matters in my classroom and educational work and I must decline to do so now.

You have the right as an American citizen to your opinions of republicanism, democracy, socialism, prohibition, fundamentalism, modernism, progressivism, and any other disputed subject; I have the same right. Neither of us has the right to use official position or authority for the propagation of his personal beliefs in these matters.

The definition of socialism which I contributed to the October number of the Forum Magazine, one of the leading magazines in America, which is contributed to and patronized by many eminent thinkers and leaders of this country, was sent over the name of Henry Flury, a plain American citizen, without any reference to the fact that I am a teacher or to the school in which I teach.

I had, of course, a perfect legal right to offer a definition of socialism, as I have the same right to offer one of prohibition, the protective tariff, the single tax, the Ku-Klux Klan, Catholicism, Judaism, or the principles of Thomas Jefferson. You, as an American citizen, have the same right. So does any citizen.

I cheerfully comply with your request that I make a statement regarding my patriotism. I am a staunch patriot. I am a firm believer in the strict enforcement of all laws, both those that I dislike and those that I like, and I conscientiously obey them. I believe that Socialists should obey anti-Socialist laws, that anti-prohibitionists should obey the prohibition law, and vice versa, and that if socialism should ever be adopted in this country anti-Socialists should obey Socialist laws as readily as they to-day expect Socialists to obey anti-Socialist statutes. I am sure that all advocates of law and order will agree with me that there can be no stricter code of obedience than this.

You will recall that I exhibited to you my honorable discharge from the United States Army, signed by Capt. Eugene H. Morter, dated December 9, 1918, at Camp Martin, New Orleans, La., which you took and examined while I explained that I did not wait to be drafted, but volunteered.

Respectfully yours, HENRY FLURY.  
MR. HART'S LETTER

#### PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA,

EASTERN HIGH SCHOOL,

Washington, D. C., October 13, 1926.

Dr. F. W. BALLOU,  
Superintendent Public Schools,

Franklin Administration Building, Washington, D. C.

MY DEAR DOCTOR BALLOU: Mr. Henry Flury has been with us as a teacher of general science and biology since February, 1922. During this period he has performed very satisfactory service, and there has never been any question raised as to his patriotism. I have always considered him to be an efficient teacher, with high ideals of his duty and obligation to the school. No complaint has ever been made of his having voiced any radical or unpatriotic sentiments in his classroom. He has the respect and confidence of the pupils and members of the faculty.

Very truly yours,

CHARLES HART, *Principal.*

#### BOARD'S LETTER TO GENERAL FRIES

In accordance with his letter to General Fries, under date of October 15, the superintendent brought the matter to the attention of the Board of Education.

On November 9 the board addressed the following letter to General Fries:

BOARD OF EDUCATION,

FRANKLIN ADMINISTRATION BUILDING,

Washington, D. C., November 9, 1926.

Gen. AMOS A. FRIES, U. S. A.,

Chief Chemical Warfare Service, War Department, Washington, D. C.

DEAR SIR: Your communication to the superintendent of schools, under date of September 28, has been brought to the attention of the Board of Education. The letter has received the careful consideration of the board.



In reply thereto I am instructed to inform you that the board is unanimously of the opinion that it will not tolerate in the public schools of the District of Columbia any utterances or communications to the pupils therein which are seditious, disloyal, or disrespectful to the Government of the United States and its Constitution, or which are subversive of the ideals which lie at the foundation of the Government, and any employee of the Board of Education who, either in the classroom or outside of the classroom, by direct communication to the pupils of the public schools or indirectly by any means which are likely to be brought to their attention, undertakes to violate either the language or spirit of this position (which represents the policy of the board) will, after due proof thereof, be subjected to disciplinary action.

From the evidence before the board it appears that the article to which you refer was written by the teacher in a competition inaugurated by the magazine in which it appeared. The facts are that the teacher is a teacher of science. He entered the United States Army as a volunteer and received an honorable discharge under date of December 9, 1918. The views or beliefs expressed in the article referred to have found no place in his classroom teaching, in his discussions or conversations with the faculty, or with the patrons of the school. The Board of Education believes that every individual is entitled to entertain his or her own private views regarding religion, the functions of government, and political and economic issues without necessarily involving questions of loyalty with respect to the fundamental ideals of our institutions. Such views become inimical to our institutions or intolerable to society only in case they are voiced in improper places or arouse improper action.

Respectfully yours,

HARRY O. HINE, *Secretary.*

#### 4. BUSES FOR TRANSPORTATION OF TUBERCULAR PUPILS

At the meeting of the Board of Education held September 29, 1926, the superintendent announced his purpose to experiment in the transportation of pupils to and from our health schools by the use of busses instead of furnishing further transportation on the street cars. The superintendent advised the board that inquiry has been made of the Capital Traction Co. and other transportation companies of the District to ascertain the probable cost of such transportation.

A study of the problem developed the information that most pupils could be transported to the health schools by busses; that the cost of such transportation could be met within available appropriations, and that those pupils who could not be accommodated by bus transportation could be furnished car tokens for street-car transportation as heretofore.

The experiment of bus transportation for tubercular pupils during the past year has proven so successful that it will be continued.

#### 5. LENGTHENING THE SCHOOL DAY AND LESSENING HOME STUDY

At the meeting of the Board of Education held on April 21, 1926, the following communication was presented:

DISTRICT OF COLUMBIA PUBLIC SCHOOL ASSOCIATION,  
Washington, D. C., April 19, 1926.  
The BOARD OF EDUCATION,  
Franklin Building:

At its April meeting the District of Columbia Public School Association voted to request that there be more supervised study periods in school time and less home work.

We hereby request that this matter receive the attention of the board.

In the discussion at the meeting of the Public School Association emphasis was laid upon the comparatively short school day for the upper grades in the graded schools, as well as in the junior and senior high schools; the giving of home work to such extent as to require some hours of study at home under less favorable conditions (lighting, seating, etc.) than obtains at school ordinarily; damage to the eyes and health of the children doing excessive home work in the late evening and at night; and the placing upon parents (who are, of course, not as well fitted as the teachers) the duty of teaching. Complaint was also made of failure of teachers giving home work to make even a brief explanation regarding difficult and intricate problems given for night study at home.

Respectfully yours,

WALTER IREY, *Secretary.*



In the discussion that followed the reading of the above communication, Mr. Charles F. Carusi expressed a doubt as to the wisdom of lengthening the school day, which would correspondingly decrease the opportunity for the children to have the proper amount of outdoor recreation. The superintendent stated that a half hour might be added to the schedule for high schools, but such an extension would limit the opportunities for these more mature students who now enjoy the privilege of doing some gainful work. He did not regard this desire for a longer school day as being general. In answer to inquiries the superintendent read from the revised rules the hours constituting a school day and the study period provided.

Dr. H. Barrett Learned of the board pointed out as his belief that if the public is given full information on this important subject some of the criticisms made on the length of the school day will disappear.

Mr. E. C. Graham, then the president of the board, pointed out that the problem here presented by an influential and representative group like the District of Columbia Public School Association might well be referred to a special committee for study and conference with the superintendent of schools and his aids. On motion of Mr. Charles F. Carusi such reference was ordered. The chair named as such special committee Mr. Charles F. Carusi, Mrs. Lillian Y. Herron, and Mrs. Coralie F. Cook.

This special committee on home study and the length of the school day functioned promptly in conjunction with the superintendent of schools, as set forth in the motion that created it, and on June 9, 1926, submitted a report proposing a referendum to ascertain the view of the public as follows:

"Your special committee to consider abolishing home study and lengthening the school day, which was raised by the District of Columbia Public School Association at the meeting of April 21, has given the subject consideration. The committee is of the opinion that the most important essential in arriving at a conclusion is to know the attitude of the community on the matter.

"With a view to gaining the information desired, your committee has prepared an explanatory letter, accompanied by a questionnaire, to be widely distributed to civic organizations and other groups for an expression of opinion. Copy of the form containing the inquiries is submitted for the authorization of the board.

"CHARLES F. CARUSI,  
"CORALIE F. COOK."

The authorization to proceed in the collection of the data desired was granted by the board. The extensive and thorough scope of this inquiry is seen by a reading of the questionnaire proposed and the explanations that accompanied it.

BOARD OF EDUCATION, DISTRICT OF COLUMBIA,  
FRANKLIN ADMINISTRATION BUILDING,  
Washington, D. C., June 10, 1926.

*To Citizens' Associations, Parent-Teacher Associations, Civic Clubs, etc.*

LADIES AND GENTLEMEN: Expressions of opinion have recently come to the Board of Education that the public day schools now require an undue amount of home work of the pupil. Some maintain that night study should be entirely eliminated. To compensate for this the proposal is made that the hours at school shall be extended.

The arguments advanced in support of this change are mainly that facilities for study at home are not so good as those of the school room, because work is performed under artificial light, is unsupervised, and slow; that it lacks the relative value of daylight study which is always under the observation of the teacher, with other educational aids available.

The Board of Education would like to know to what extent the patrons of the public schools think home study should be abandoned. Accordingly the board is submitting a series of questions which will be widely distributed to civic groups and individuals, to which replies are desired. Your cooperation in this matter by a return of the inclosed questionnaire with an expression of your views will be of great help to the board in determining whether the school day should be lengthened.

By direction of the Board of Education.

HARRY O. HINE, *Secretary.*



## INQUIRY ON LENGTHENING THE SCHOOL DAY IN ORDER TO DECREASE OR ABOLISH HOME STUDY

BOARD OF EDUCATION, DISTRICT OF COLUMBIA,  
FRANKLIN ADMINISTRATION BUILDING,  
Washington, D. C., June 10, 1926.

As a basis for determining public opinion on this subject the views of the undersigned association or group are given below:

1. In favor of dispensing with all home study of pupils:
 

	Number voting	Yes	No
In the first six grades	-----	-----	-----
In the junior high schools	-----	-----	-----
In the senior high schools	-----	-----	-----
In the normal schools	-----	-----	-----
2. In favor of extending the school day:
 

In the first six grades, from 3 o'clock to 3.45	-----	-----	-----
In the junior high schools, from 3 o'clock to 3.45	-----	-----	-----
In the senior high schools, from 2.30 o'clock to 4	-----	-----	-----
In the normal schools, from 3 o'clock to 4	-----	-----	-----
3. Do you favor school on Saturday morning?
 

-----	-----	-----
-------	-------	-------
4. Our association has a total membership of ----- members.
5. The attendance at this meeting, where the above questions were voted on, was ----- members.
6. REMARKS: (Other action, if any, taken by the association) -----

Signed -----  
Title -----  
Representing -----

Dated: -----

On October 20, 1926, progress was reported in the following language:  
"The special committee on length of school day, on which the opinions of the public were solicited by a referendum, awaits some belated replies from civic organizations before a final tabulation of views should be made. When reports from October gatherings of clubs and organizations have arrived the study will be closed and a report issued."

One month thereafter, or on November 17, 1926, the record carried the following entry:

"Special committees.—Mr. Carusi as chairman of the special committee appointed on April 21, 1926, to inquire into the propriety of lengthening the school day in order to lessen or abolish home study, announced the results of a referendum vote sought of citizens' associations, parent-teacher associations, and other civic groups. The tabulated data showed the following results:

1. In favor of dispensing with all home study of pupil (number voting, 6,745):
 

	Yes	No
In the first six grades	-----	-----
In the junior high schools	733	3,741
In the senior high schools	813	5,093
In the normal schools	577	4,015
	543	3,943

2. In favor of extending the school day:
 

In the first six grades, from 3 o'clock to 3.45	-----	-----
In the junior high schools, from 3 o'clock to 3.45	458	4,811
In the senior high schools, from 2.30 o'clock to 4	639	5,394
In the normal schools, from 3 o'clock to 4	491	4,100
	455	4,087

3. In favor of school on Saturday morning: Yes, 189; no, 6,557.
4. These associations report a total membership of 9,088 members.
5. The attendance at meetings where the above questions were voted on was 3,605 members. Some voted by mail sent to associations, and in many instances the attendance was not reported.

Three associations reported a unanimous vote "No," without other statistical data.

Vote of delegates of Central Labor Union, claiming a representation of 65,000, unanimously voted "No."

The Washington Board of Trade unanimously voted "No."

In the vote collected by the Evening Star, 285 returns represented views parallel to the board's referendum.

The report was accepted and the committee thanked and discharged.

By order of the board a copy of the above summary of public opinion was sent to Maj. Gen. Amos A. Fries, a patron of the public schools who had taken a deep interest in the subject.

HARRY O. HINE,  
*Secretary Board of Education.*

## 6. THE BEAUTIFICATION OF SCHOOL GROUNDS

Much consideration has been given during recent years to the desirability of improving the grounds surrounding our public-school buildings. Many of the school playgrounds are greatly in need of resurfacing and other improvements, in order that they may serve their purpose for the play of children. The plots of ground not used for play purposes are also greatly in need of improvement. Some of these grounds need to be resodded, some of them need shrubbery, and others need other forms of improvement looking toward making the school and its surrounding grounds an attractive spot in the community in which it is located.

The problem of treatment of grounds is most pressing in connection with those buildings which have been recently constructed where the grounds are frequently left in not only an unsightly but in an unusable condition upon the completion of the building.

In view of the widespread interest in the matter, a conference was called by Col. J. Franklin Bell, engineer commissioner of the District of Columbia, in the Franklin Administration Building on Wednesday, November 24, 1926. The following were present at the conference:

Col. J. Franklin Bell, engineer commissioner, presiding.

Mr. E. C. Graham, president Board of Education.

Dr. H. Barrett Learned, chairman; Mrs. H. L. Hodgkins, Rev. F. I. A. Bennett, committee on buildings and grounds, Board of Education.

Maj. L. E. Atkins, assistant to the engineer commissioner.

Maj. C. H. Brown, Office of Public Buildings and Grounds.

Mr. A. L. Harris, municipal architect.

Mr. S. E. Kramer, first assistant superintendent of schools.

Mr. R. L. Haycock, assistant superintendent of schools.

Maj. R. O. Wilmarth, business manager public schools.

Mr. H. P. Caemmerer, secretary, Fine Arts Commission.

Mr. Henry Storey, superintendent District of Columbia repair shop.

Mr. J. G. Yaden, president Citizens' Council.

Mr. R. M. Brennan, chief clerk engineer department, District of Columbia.

Each member present expressed interest in the subject, and at the close of the meeting Mr. Graham, president of the Board of Education, appointed the following persons to constitute a committee for the further study of this problem:

Col. J. Franklin Bell, Maj. L. E. Atkins, Supt. Frank W. Ballou, Dr. H. Barrett Learned, Mr. J. G. Yaden.

It is the consensus of opinion that no adequate, comprehensive plan for the improvement of public-school grounds can be undertaken until a special appropriation for the purpose shall have been secured from Congress.

## 7. "STAGGERED" HOURS FOR OPENING OF SCHOOL DAY

Because of several accidents due to automobile traffic in which a number of pupils were injured, one of them fatally, following the opening of schools last September, the Board of Education was deeply concerned in finding some measures whereby the dangers from street traffic might be minimized. One solution of the problem was that of effecting a change in the time of opening school to either a half hour earlier or later than the traditional hour of 9 o'clock, so that the travel of children to school would not coincide with that of the heaviest period of automobile traffic. The reaction of the public to this suggestion was sought by the Evening Star through opinions it had invited and which it had published.



At a meeting of the Board of Education held on October 20, 1926, this subject of outlining some corrective measures was presented by the president, at which occasion also the outcome of the newspaper vote on the wisdom of changing the opening hour to 8.30 or to 9.30 was read. As this vote represented but a limited expression of opinion and was obviously insufficient to warrant action by the board in declaring a change of hours which would affect the customary routine of the home, the president inquired of the members how the sense of the community could best be ascertained.

As a means of ascertaining to what extent the parents of school children desired the plan of "staggered" hours of school opening, the suggestion of the president prevailed that the various parent-teacher associations be asked to express their opinions. Instructions were accordingly given for the collection of information on the subject.

On January 5, 1927, the secretary of the board, who had proceeded in compliance with the directions given, reported the outcome of inquiries in regard to a change in school hours as given herewith. The report was accepted and filed.

At the meeting of October 20, 1926, following a discussion on the wisdom of changing the hours of opening school in the interests of greater safety of pupils from traffic dangers, the secretary was directed to ascertain the wishes of the community on the subject of "staggered" hours.

In accordance with this instruction inquiries were sent to the various parent-teacher associations, 100 or more in number, and an expression of their views solicited. The number of returns of the canvas was limited, and they are as follows:

Opposed to any change of hours: 17 parent-teacher associations; 1 citizens' association.

Favoring change of hours: 1 parent-teacher association.

The Armstrong Parent-Teacher Association, with 441 members present, reported: Opposed to change of hours, 272; favoring change of hours, 169.

Two individual opinions receive favor "staggered" hours.

HENRY O. HINE,  
*Secretary Board of Education.*

#### 8. DENNISON VOCATIONAL SCHOOL FOR GIRLS

At the meeting of the Board of Education held November 17 the superintendent of schools recommended that the school officials be authorized to take steps toward the establishment of a vocational school for girls in the Dennison Building. The board approved of this recommendation.

The success of the Abbot Vocational School for Boys in meeting a felt need in the city for apprenticeship training made it clear to school officials that a similar vocational school for girls under high-school age should be established.

The Dennison School was selected for the home of the school because it is centrally located on S Street near Fourteenth Street in the northwest and because it already had several vacant rooms, owing to a decreasing regular school population.

Miss Emma S. Jacobs, director of domestic science, and one of those most responsible for the organization and the success of the school, has described the opening of the school as a part of her annual report to the superintendent. Miss Jacobs's report is presented in full.

#### MISS JACOBS'S REPORT

"The new piece of work for the year was the organization of the vocational school for girls in February. It was located in the Dennison Building, the entire floor being given to it. Four teachers were appointed to do the work, one of whom was a regular teacher of the seventh grade and the other three teachers of home economics.

"The object of the school was to provide definite trade instruction for those girls who would soon have to begin earning a living in order to prepare them to earn their living or to shorten the period of apprenticeship.

"Since Washington is not a manufacturing city, the biggest line of business is that known as 'clerical,' but the age of the girls and their limited academic attainments made it impossible to train definitely for such positions; moreover, such is the field of the business high school. Very few of the trades open to



women are carried on in the city, but after a study of the situation it was decided to offer opportunity to gain experience which would open certain fields to them, these being the Federal messenger service; messenger or office assistants for professional men and women; junior nursing, a grade of service greatly needed and soon to be established by the nursing service of the country; lunch-room and tea-room business; home catering and special order work; dress-making; millinery; and home work in manicuring and shampooing.

"Sixty girls were recruited from various sections of the city on the basis of recommendation by their grade teachers, age, desire, and ability.

"As the age limit for the work permits for those not having passed the eighth grade is 16 years, those nearing their sixteenth birthday were given the preference with the hope that a few months of intensive vocational instruction would enable them to enter the wage-earning field, better equipped to earn a living or with a better understanding of their qualifications and limitations to do so.

"The school was organized on the basis of 25 per cent of the time being devoted to the old-line academic subjects and 75 per cent of it to vocational activities. Some of these vocational subjects, however, gave opportunity to use and to receive training in the academic subjects, but the instruction was given from a purely vocational point of view.

"The academic subjects were history, geography, arithmetic, English, and civics. The vocational subjects were those which should be grouped under the headings food, clothing, shelter, health, and business, and the trade opportunities opening from them were cafeteria and tea-room service, home catering and order work, care of children and junior nursing, plain sewing, dressmaking and millinery, manicuring and shampooing, messenger and junior clerk positions.

"The sixth and seventh grade work in the academic subjects was the standard, while the vocational work was started with the very simplest and carried on as rapidly as the aptitude of the pupils permitted.

"The housekeeping work included study of the arrangement and furnishing of the rooms of a home; the cleaning of the rooms and furnishings; the routine work of the home; the care of the sick in the home; the care of young children, how to feed, bathe, and dress them, what games to play, what stories to tell, and what to do in case of accident; shampooing and manicuring were also taught as part of the housekeeping and chiefly for the influence such lessons would have on the general appearance of the girls, although the practice given was sufficient to enable them to set up a simple 'home-to-home business' for themselves if they desired.

"The food work included the study of the dietetic value, selection and cost of food; the preparation of single dishes, then simple meals; calculation of the cost of the dishes and of the time required to make them, as well as discussion of the qualities giving them commercial value. Dishes were made over and over again until a standard of excellence had been attained with a study of the factors making for success.

"The sewing included the making of very simple pieces to review the elements of sewing, then the cutting from pattern and the making of simple dresses, together with a study of the materials used, their source, manufacture, and cost, from which the cost of the garment was calculated. Ornamentation of the garments by means of stitches and accessories was also a part of this work.

"Three subjects were treated under business practice, namely, office conduct, elementary filing and business forms. All departments contributed to the instruction in the ethics of office conduct and the teaching was incidental rather than direct, though the requirements of different offices for different types of personality and how to train one's self to meet the requirements was discussed in the time allotted to the business subjects. Definite instruction in spelling and penmanship as well as writing social and business letters was also given, partly by the teacher of business practice and partly by the teacher of academic subjects.

"Instruction in elementary filing was begun by studying the arrangement of words in the dictionary and arranging lists of words according to the first letter, then the first two, three, and so on; after that filing of personal names and firm's names. Rules for the filing were formulated as the work progressed, then textbook exercises were assigned and practice along as many lines as possible.

"How to make out order blanks, sales slips, bills, receipts, money orders and checks was taught.



"Under the term 'personal hygiene' the girls studied the structure, function and care of the human body (using elementary text); how to take and record temperature, pulse and respiration; to make and change a bed; the simple care needed to make a sick person comfortable; to relieve pain and congestion, and such simple practices for the home care of the sick. This with one year's experience in a hospital will enable these girls to become junior nurses or nurses' helpers.

"These girls were the retarded, overage girls of the grades who were seldom given an opportunity to show what they could do because the younger more alert ones in the class monopolized the time and attention of the teacher and these being slower to respond were classed as dullards.

"Every opportunity was given them in the vocational school to prove they could do things and do some things very well. They were encouraged to find out what they could do then to perfect themselves in that thing, and if it required more for the accomplishment of this than the school could offer, to go to work at some other thing to save money to continue along the line first chosen.

"That there was a marked improvement in the girls themselves was attested by teachers, friends, girls themselves, and observers having no connection whatever with the school. Many of the girls proved they had in high degree the qualities of initiative, leadership, dependability and steadfastness, good fellowship and sympathy, qualities which are required for success in business.

"Several of the girls were obliged to leave school before the end of the year because of financial stress in the home and one was obliged to leave to keep the home together because of the illness of the mother.

"The work of the school helped each one of them to do in a better way the thing she had undertaken so the first term of the project may well be acclaimed a success. On the strength of this, plans are being made to accommodate at least twice as many girls as were enrolled during the first term.

"The success of the venture was due to the great interest of teachers, officers, and pupils. The teachers worked without thought of time or effort, the pupils responded with all their ability and the officers made it possible to get the necessary equipment and material by carefully keeping knots out of the red tape of the passage of the requisitions, hence each and all may be proud of the Dennison Vocational School for Girls."

### 9. POLICY REGARDING SPECIAL "WEEKS"

At the meeting of the Board of Education, held March 2, 1927, the board received a report from the special committee appointed to consider observing "narcotic week" in the public schools. The committee reported that, while everybody agreed that everything should be done to prevent this kind of an evil, it was very questionable in the minds of the committee whether it would not be better to have evils of that sort pointed out in the rather unimaginative and scientific way, as is regularly done in the classrooms, instead of through an intensified campaign in the observance of "narcotic week." The committee believed that too much emphasis on the subject might do real harm, and recommended against the observance of "narcotic week."

The observance of special "weeks" having been brought to the attention of the board, the committee reported that, in its opinion, as a rule the observance of special "weeks" is not desirable. The Board of Education felt that there are now so many special "weeks" as seriously to interfere with the orderly conduct of the schools. The board agreed that as a rule it would be the policy of the board to act unfavorably on requests for the observance of special "weeks" in the schools.

### 10. NAMING CERTAIN NEW SCHOOLS

On recommendation of the Board of Education the Board of Commissioners, on March 11, 1927, designated names for certain school buildings, as follows:

1. The junior high school, which is to replace the Garnet-Patterson elementary school buildings now located at Vermont Avenue and U Street, is named the "Garnet-Patterson Junior High School."

2. The new junior high school located in Brightwood is named the "Edward A. Paul Junior High School," after former principal of the Central High School.

3. The new school building to replace the Brightwood School on Georgia Avenue, named the "Brightwood School." (Now located at Thirteenth and Nicholson Streets NW.)



4. The school building on Georgia Avenue formerly known as the Brightwood School is named the "Brightwood Junior High School Annex."
5. The Randall building across the street from the Cardozo is named the "Cardozo School," and the building in which the Randall Junior High School is located is named the "Randall Junior High School Building."
6. The school building heretofore known as the Anthony Bowen School is named the "William Trent Rossell," after Capt. William Trent Rossell, former engineer commissioner of the District of Columbia.

## 11. SUPERVISING OF HIGH-SCHOOL ORGANIZATIONS

The following account is taken from the minutes of the meeting of the Board of Education held April 6, 1927:

"The superintendent offered certain recommendations relating to the supervision of approved organizations of high-school students designed to enlist more definitely the cooperation of the parents. In the preparation of these regulations the several high-school principals had a part. While the conduct of fraternities, sororities, and clubs has generally been satisfactory in the upholding of proper standards, the parents should bear a more important part. The suggested regulations are cited:

"1. The school shall assume supervision and reasonable direction over all approved organizations through a faculty committee of supervision for each organization.

"2. No business other than routine procedure and no initiations shall be allowed at any meeting of an approved organization at which there is not at least one faculty supervisor present.

"3. Purely social meetings held in the homes of members shall not require the presence of a faculty supervisor, but the parent in the home will be expected to furnish any necessary supervision and guidance.

"4. Plans for a meeting of any nature must be submitted in writing on forms prescribed for that purpose by the president and secretary of each organization to the faculty committee in charge of that organization and by the faculty committee and must be approved previous to the holding of such meeting.

"5. A report in writing of each meeting of an organization must be made on forms prescribed for that purpose by the secretary of the organization to the faculty committee in charge of that organization.

"6. A statement prepared by the school officers shall be sent to the parents of pupils who are members of approved organizations setting forth a definition of the responsibility of the school for the supervision of such organizations and calling to the attention of the parent the fact that the school must rely upon the home for supervision of purely social meetings held by the organizations in the homes of the members.

"The following conditions must be met for any meeting or activity of an organization in any place other than in the school or in the home of one of the members of the organization:

"A. A detailed statement of the plans for the meeting and the arrangements proposed shall be submitted to the faculty committee and must be approved by such committee previous to the making of any definite arrangements or the entering into any commitments or publicity campaign for such meeting.

"B. Not less than three parents of three different members of the organization shall in writing agree to be present and to remain through the entire period of the meeting, assuming the full responsibility for chaperonage of the meeting. It shall be the responsibility of the organization to replace by another parent any chaperon who may be unable to attend the meeting authorized.

"The proposed regulations are designed to make more effective and definite the procedure of the school in the supervision of approved organizations and to place the responsibility for the supervision of purely social meetings upon the home rather than upon the school. It is not the intention in proposing these regulations to supersede existing rules with which these regulations do not conflict.

"The recommendations were approved."

## 12. COOPERATION WITH THE NATIONAL CAPITAL PARK AND PLANNING COMMISSION

At the meeting of the Board of Education held January 5, 1927, the District of Columbia Congress of Parent-Teacher Associations forwarded a resolution to the board calling upon the board to have its school-building program coordinate



with the plans of the National Capital Park and Planning Commission in the purchase of school sites. This was referred to the superintendent of schools, who reported thereon at the meeting of April 6, 1927. The following is taken from the minutes of the meeting of the Board of Education held on that date:

"After citing the authority granted in the five-year building program act, for submitting estimates up to June 30, 1930, the superintendent continued by saying:

"While some latitude has been allowed those responsible for the purchase of land in the selection of a particular site to be purchased for school or playground purposes, nevertheless the law itself must be construed as restrictive in the possibilities which it provides for joining with the National Capital Park and Planning Commission in the cooperative purchase of land for parks, playgrounds, and school sites.

"The Board of Education is advised that the school officials have always cooperated fully and whole-heartedly with the District government in the selection of sites properly located for school-building purposes and has joined with the District government in its efforts to locate other public buildings and establish municipal playgrounds in the vicinity of schools. The superintendent cites as an example the site for the new Janney School in Georgetown, in connection with which a large tract of land was purchased for playground purposes. Land was purchased for a new police station adjoining the site of the Brightwood School at Nicholson and Thirteenth Streets. The Randall Junior High School was established in an enlarged elementary school building adjacent to the large municipal playground adjoining that school, to the end that playground facilities might be utilized by the junior high-school pupils.

"In addition to these examples, it is proper to point out that the school officials have joined with those interested in park developments in agreeing on a plan of general civic development in Reno, where a junior high school is contemplated in connection with park development at that point. Moreover, extended consideration has been given by the school officials to the selection of a site for the Edward A. Paul Junior High School in Brightwood, which would bear the proper relationship to the Fort Stevens Drive and the park developments east of Georgia Avenue and south of Quackenbos Street.

"The superintendent reports to the board, therefore, that the superintendent's office has always worked cooperatively with other established Government agencies interested in the development of Washington. Furthermore, the school officials desire to coordinate the development of the school-building program with any other program of public improvement which is in any way related to the educational interests which the school system undertakes to serve.

"I recommend that a copy of this report be furnished the District of Columbia Congress of Parent-Teacher Associations."

"The report was approved."

### 13. FIELD DAY AND FESTIVAL OF THE PHYSICAL TRAINING DEPARTMENT, DIVISIONS I-IX

On Thursday, May 19, 1927, from 3 to 5 p. m., a field day and festival was held at the American League Baseball Park under the auspices of the department of physical training for Divisions I-IX. Between five and six thousand public school pupils participated on the field, representing all grades from one to eight. The program of the events was as follows:

#### PROGRAM

1. Mother Goose rhymes ----- First grade
  1. Ride a Cock Horse.
  2. Hickory Dickory Dock.
  3. See Saw, London Town.
2. (a) Traffic policeman drill ----- Second grade
  1. Walking to crossing.
  2. Saluting.
  3. Looking for traffic.
  4. Signaling traffic to move.
  5. Signaling traffic to stop.
  6. Cautioning the driver—Foot on running board.
  7. Returning to the station.
- (b) Dance, "Yankee Doodle."

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|-------------------------------|---------------|
| 3. Folk dances-----           | Third grade   |
| 1. Kinder polka.              |               |
| 2. Danish dance of greeting.  |               |
| 3. London Bridge.             |               |
| 4. Relay races-----           | Fourth grade  |
| 1. Shuttle relay—girls.       |               |
| 2. Leap frog—boys.            |               |
| 5. Mimetic exercises-----     | Sixth grade   |
| 1. Archery movement.          |               |
| 2. Hammering.                 |               |
| 3. Holsting a sail.           |               |
| 4. Golf drive.                |               |
| 5. Swimming.                  |               |
| 6. Driving a stake.           |               |
| 7. Putting a shot.            |               |
| 6. Group games-----           | Fifth grade   |
| 1. Dodge ball.                |               |
| 2. Dumb-bell snatch.          |               |
| 7. Dances—Circle-----         | Sixth grade   |
| 1. Czehbogar.                 |               |
| 2. Ace of diamonds.           |               |
| 3. Captain Jinks.             |               |
| 8. Wand drill-----            | Seventh grade |
| 9. Boys' circus-----          | All grades    |
| 1. Tumbling.                  |               |
| 2. Stunts.                    |               |
| 3. Pyramids.                  |               |
| 10. Old-fashioned dances----- | Eighth grade  |
| 1. Virginia reel.             |               |
| 2. Irish long dance.          |               |

The success of the occasion prompted the superintendent to address the following letter to Dr. Rebecca Stonerod, director of physical training, which letter was subsequently presented to the Board of Education and placed in the records:

"MY DEAR DOCTOR STONEROD: I want to express my appreciation and the appreciation of the school officials in general of the interesting and inspiring exhibition of physical-training work put on recently under your direction at the American League Baseball Park.

"The program was well selected; the events were promptly and effectively run off; the children were well managed and supervised; and above all, the children showed fine training and skill in the exercises.

"The exhibition has been uniformly commended by school officials and by many parents and patrons of the schools. In my judgment, the exhibition reflected great credit on the school system, not only as an example of the splendid work which the public schools are doing, but in the success with which it was managed by you and your associates.

"The superintendent heartily commends you, your associates, and all of the officers and teachers associated with you for the success of this enterprise."

#### 14. POLICY ON CONDUCT OF EMPLOYEES

Several cases of misconduct of employees have come before the Board of Education for consideration during the past school year. The board sometimes found it difficult to investigate these cases because of the unwillingness of the accusers to file written charges and support them, and because witnesses were unwilling to testify before the board.

Following the vote of the Board of Education approving the suspension and ordering a trial of the teacher in one of these cases, Mr. Charles F. Carusi, President of the Board of Education, offered the following statement, as outlining the policy of the Board of Education:

"From a number of cases which have come to the attention of the Board of Education of alleged misconduct on the part of teachers and of public scandal in connection therewith, it is apparent that the impression prevails to some extent that the Board of Education can not or will not act in suspending or permanently removing teachers unless the injured party is willing to come forward and prosecute a complaint.



"Such is not the case. The first duty of the Board of Education is toward the children, whose morale will be seriously injured if they are forced to continue under a teacher who is publicly reported to have been guilty of misconduct, and the protection of the children can not depend upon the willingness or unwillingness of the injured party to come forward.

"The Board of Education does not act as a court, but is obliged to use its unblased discretion upon the best evidence which it may be able to secure, and in case of serious doubt to resolve that doubt in favor of the children. The board will, of course, always be anxious to do no injustice to the accused teacher, but it should be understood that if teachers publicly accused of serious offenses wish to escape suspension or dismissal from the service it is necessary that they should cooperate with the Board of Education in order to establish their continued fitness to serve in the public school system, and the attitude on their part of challenging the Board of Education to prove their guilt as the same would have to be established in court of law, will not avail them."

This statement of policy was approved by the Board of Education at its meeting, incorporated in superintendent's Circular No. 60, and distributed throughout the school system.

Following the distribution of the aforementioned circular, requests from certain teacher organizations were received requesting that "the circular be recalled and the board restate its policy in terms consistent with its obligations to the teachers, or otherwise abrogate the declaration of policy therein quoted."

The action taken by the Board of Education on the aforementioned requests is contained in superintendent's Circular No. 97, issued under date of June 14, 1927, as follows:

*"To the officers and teachers:*

"At the meeting of the Board of Education held June 8, 1927, further consideration was given to the statement of the policy of the board as contained in superintendent's Circular No. 60. As a means of removing any misunderstanding on the part of any teacher as to the intention of the board, the superintendent was directed to distribute as a circular the following statement from the minutes of the board meeting held May 4, 1927. This statement was prepared by President Carusi preceding the meeting and was unanimously approved as the sense of the board:

"Circular No. 60 issued by the superintendent of public schools, which is the circular referred to by the Teachers' Union in its communication of May 2, 1927, is simply a communication from the superintendent forwarding to the public-school teachers for their information a memorandum of the policy adopted by the Board of Education, as appears from the minutes of the board meeting.

"The board accepts full responsibility for this declaration, and desires to call attention to the fact that it is, in its opinion, altogether insusceptible of any interpretation under which a teacher would be deprived of a fair public trial upon specific charges and after full opportunity to be heard and present his defense; or that the accused teacher would not receive an impartial decision based not upon rumor and report but upon facts.

"On the contrary, it is the sense of the Board of Education that, inasmuch as a teacher's good repute among the student body and parents is an indispensable element in his effectiveness as a teacher, it is the policy of the board, in case of any false report or unjust attack reflecting upon any teacher in the public schools, to cooperate in every possible way with the accused teacher to enable him to clear his or her character from any aspersions which have been publicly cast upon it."

"To the above statement the superintendent desires to add the further assurance that the school officials, in keeping with the spirit of the above declaration of the Board of Education, are and always have been interested in securing to the teachers not only their legal rights but fair, just, and sympathetic consideration."



## SECTION II. CHANGES AMONG SCHOOL OFFICIALS

Each succeeding year regularly brings changes among the school officials who constitute the administrative and supervisory staff of the public-school system. Death has again taken from us a number of faithful and honored associates. In addition to termination of services on account of death, there have been changes due to retirement on an annuity and resignation of officers from service.

The record in this section of the annual report covers the death of Miss Frances S. Fairley, Mr. Ben W. Murch, and Miss Anna E. Thompson; the retirement of Miss Marian P. Shadd, Mr. John C. Nalle, Mr. A. H. Glenn, Miss Anne M. Goding, Miss E. M. Chase, and Miss C. G. Brewer, and the resignation of Miss Eva F. Wilson.

### 1. DEATHS

#### FRANCES S. FAIRLEY

The minutes of the meeting of the Board of Education held January 19, 1927, contain the following account of the death of Miss Fairley:

"It was with the deepest regret that the superintendent announced that Miss F. S. Fairley, principal fifth division, had died on January 16, 1927. A sketch of Miss Fairley's educational achievements, prepared by Assistant Superintendent Haycock, was offered by Superintendent Ballou, and ordered placed on the records and a copy of same, accompanied with an expression of the board's sympathy, was ordered sent to the next friend of the deceased.

"The death of Miss Frances S. Fairley, principal of the Park View School, comes as a distinct shock to school officers, to her professional associates, and to the parents of the Park View community. After an illness of three days, Miss Fairley died at the George Washington University Hospital Sunday morning, January 16, at 3 o'clock.

"Miss Fairley was well known throughout the city because of her success as administrative principal of one of the largest elementary schools in the District of Columbia, the only school operated on the platoon plan.

"In 1916, when the Park View School was built, Miss Fairley was chosen as its principal because of her pioneer work in this city as a community center leader. While principal of the Grover Cleveland School, Miss Fairley, with the assistance of Miss Margaret Wilson, and one of her teachers, Mrs. Cecil Norton Broy, organized the first community center in the District of Columbia. When the Park View School was planned the municipal architect was requested by community leaders in Park View to adapt the school in its construction and its equipment with facilities for community center activities. Her experience at the Cleveland School and her enthusiasm for community work made Miss Fairley the logical choice for the principal of the Park View School. The school soon became nationally known as a typical public-school community center. A community post office was established at the school and has been in operation there ever since.

"Later, in 1920, when the enrollment of the school ran up to over a thousand pupils and the school was taxed above its capacity, the grades above the second were platooned. Miss Fairley soon mastered the new organization and displayed in a remarkably efficient manner her administrative versatility and adaptability.

"As teacher or principal, Miss Fairley has served the public schools for nearly 50 years. She obtained her education in the public schools of this city and in private schools in Concord, N. H. On July 1, 1877, she was appointed to her first class in a two-room frame school in Congress Heights, 'at the race course near the asylum.' Thus the record reads in school archives. After four years she was assigned to Brookland, and three years later to a small school on the Bladensburg Road. After assignments to seventh and eighth grades at the Franklin and at the Force Schools, Miss Fairley became principal of the Phelps School in 1903. In 1911 she was transferred to the Grover Cleveland School and in 1916 to the principalship of the Park View.



"Few principals have endeared themselves to pupils, teachers, and school patrons as did Miss Fairley. The school at Park View has been the center of interest in that section ever since its erection, and its principal became a recognized community leader, known and beloved by the whole community."

#### BEN W. MURCH

The following statement was prepared by Assistant Superintendent Robert L. Haycock:

"Well known and beloved as a teacher and officer in the public schools of the District of Columbia, prominent in the civic life of the city and in Masonic fraternal bodies, the death of Ben W. Murch came as a distinct shock to his friends and associates. For more than 40 years he was active in the educational and civic development of the Nation's Capital. As supervisor of the schools in Georgetown and the western section of the city his name was known and honored in practically every home west of Rock Creek. A magnetic personality, genial and generous to a degree, Ben Murch won his way into the hearts of the children and teachers, and thus became generally recognized as one of the most popular officials of the public schools.

"Mr. Murch was ill only a few weeks. A severe cold contracted just before Easter developed into pneumonia. His death came rather unexpectedly at Georgetown University Hospital, Saturday evening, May 7, at 8.30. His two sisters, Mrs. M. J. Hutchinson and Miss Minnie E. Murch, with a few school officials and Masonic friends, were with him at the end. His daughter, Miss Olive Murch, lives in South Haven, Mich.

"A scion of sturdy New England stock, Mr. Murch was born at Carmel, near Bangor, Me., on June 29, 1858. His parents were Benjamin Grant and Louise Libbey Murch, who educated their son for a teaching career. After graduating from Carmel High School and the Maine Central Institute, Mr. Murch attended Yale and Bates College, receiving the degrees of A. B. and A. M. in 1882. He was principal of the academy at Derby, Vt., for several years. Mr. Murch married Miss Isa B. Foster in 1883. She died several years ago. In 1887 he came to Washington and was appointed principal of the Curtis School in Georgetown. He was transferred in 1892 to the Force School, then recognized as one of the most desirable posts among elementary principalships. Twelve years of meritorious service brought a promotion to assistant superintendent under William B. Powell in 1899. The next year a change of administration caused a number of shifts of school officials, and Mr. Murch became principal of the Franklin School, followed in 1901 by a transfer back to the principalship of the Force School. Another promotion came in 1908 when Mr. Murch was assigned as supervising principal of the second division. After the death of Mr. Bernard T. Janney, who for many years had been in charge of the Georgetown schools, Mr. Murch was transferred in 1916 to the first division, which includes all schools in Georgetown, Cleveland Park, Chevy Chase, Tenleytown, Wesley Heights, and the Conduit Road section. Mr. Murch's activities in the schools in addition to supervision included the direction of nature study and gardening, the safety of pupils, and the chairmanship of the textbook committee. A few years ago Mr. Murch was in charge of night schools, summer schools, and playgrounds. His wide professional experience and his familiarity with the varied activities of the schools made him a wise counselor and administrator. Throughout the school system he was recognized as an authority in the teaching of English grammar.

"His rise to city-wide recognition in educational circles was paralleled by his affiliation with Masonic fraternal bodies which conferred on him unusual honors. As a young man he came to Georgetown a Mason and became identified with the George C. Whiting Lodge, of which he became master, and later grand master of the District of Columbia. Likewise he rose to high rank in Potomac chapter, Royal Arch Masons, followed later by the thirty-second degree in the Scottish Rite, Washington Council. His Shrine affiliation was with Almas Temple, of which he was past recorder, and his Eastern Star membership was with Mizpah chapter, past patron and past grand patron.

"He was a member of the Georgetown Citizens' Association, the Washington Board of Trade, the Caravan Club, the National Geographic Society, the Federal Schoolmen's Club, and the Education Association of the District. He was a past president of the Maine State Association.



The funeral services were held in the Georgetown Presbyterian Church on Wednesday afternoon at 3 o'clock. Honorary pallbearers were Frank W. Ballou, superintendent of schools; Stephen E. Kramer, Robert L. Haycock, Raymond O. Wilmarth, Selden M. Ely, Walter B. Patterson, Ephraim G. Kimball, John A. Chamberlain, Harry O. Hine, Charles K. Finckel, Charles A. Johnson, and Henry W. Draper. The active pallbearers were fellow Masons of the George C. Whiting Lodge. The remains were taken to the old home in Maine. Representatives of the Masonic order and the public schools accompanied the family.

"Flags on the school buildings in the first division were flown at half-staff until after the funeral. The schools of that division were closed on Wednesday afternoon out of respect to their supervisor and in order that the teachers might attend the funeral."

ANNA E. THOMPSON

The following sketch of Miss Thompson's lengthy educational career was prepared by First Assistant Superintendent Garnet C. Wilkinson:

"The death of Miss Anna E. Thompson on February 24, 1927, ended approximately 40 years of continuous service in the public schools of the District of Columbia. Miss Thompson's original appointment as a teacher is dated September 1, 1887. On January 2, 1904, she was promoted to the principalship of the Slater School. When the Slater-Langston group principalship was created on September 15, 1920, this loyal and efficient teacher was elevated to this administrative position.

"A review of Miss Thompson's record shows a uniform standard of excellency. She was a teacher gifted with the power to challenge and inspire her pupils to put forth their best efforts to attain the better things in life. She was the highest type of teacher, a builder of character. Many of the boys and girls who sat at her feet for instruction are numbered among our most useful citizens. It was her rare personality and companionable nature which won and retained the respect, confidence, and friendship of pupils, teachers, and parents. Accordingly, until her last hour, she was a force in the general progress of the schools and the community.

"The loss of this devoted and capable worker is keenly felt by her associates and by all who are interested in public education."

## 2. RETIREMENTS

Marian P. Shadd, assistant superintendent of schools.

John C. Nalle, supervising principal.

At the meeting of the Board of Education held September 15, 1926, the superintendent presented the following statement prepared by First Assistant Superintendent Garnet C. Wilkinson regarding the retirement of Miss Shadd and Mr. Nalle after long and faithful service devoted to public education in Washington:

### MEMORANDA CONCERNING MISS SHADD, AND MR. NALLE

"In re the retirement of Miss M. P. Shadd, assistant superintendent and chief examiner for divisions 10-13, and of Mr. J. C. Nalle, supervising principal of divisions 10-11.

"Miss M. P. Shadd, assistant superintendent of elementary schools and chief examiner of divisions 10-13, retires from service upon her own application, effective September 15, 1926.

"*Service record of Miss M. P. Shadd.*—Miss M. P. Shadd was appointed to the service on September 1, 1877. She was promoted to the principalship of the John F. Cook School in the late eighties, and to the principalship of the Lincoln School on September 1, 1892. On July 1, 1908, Miss Shadd was promoted from principal of the Lincoln School, twelfth division, to the position of supervising principal of the twelfth division, and on July 8, 1908, she was transferred to the position of supervising principal of the eleventh division, effective September 1, 1926. On December 17, 1924, Miss Shadd was promoted from supervising principal, eleventh division, to the rank of assistant superintendent in charge of elementary schools, and was designated chief examiner for division 10-13, effective December 18, 1924.

"Mr. J. C. Nalle, supervising principal of divisions 10-11, not desiring to take advantage of the rule permitting his continuance in office for another year, requests the Board of Education to retire him from the service on Saturday, September 18, 1926, the anniversary of his seventieth birthday.



*"Service record of Mr. J. C. Nalle.*—Mr. J. C. Nalle was appointed to the service on September 1, 1873. By action of the board of education on October 13, 1885, Mr. Nalle was promoted to the principalship of the Lincoln School; in 1893 he was transferred to the principalship of the Jones School; in 1894 he was transferred to the principalship of the Logan School; on July 17, 1900, he was transferred to the principalship of the Stevens School. At the meeting of the Board of Education held on September 10, 1902, Mr. J. C. Nalle was elevated to the rank of supervising principal and assigned to division 10.

"The action of the Board of Education in retiring Asst. Supt. M. P. Shadd and Supervising Principal J. C. Nalle separates from the service two of the most experienced and faithful school officials of divisions 10-13.

"The educational career of Asst. Supt. M. P. Shadd has been confined to the District of Columbia and falls short of the half-century mark only by months. The educational career of Supervising Principal J. C. Nalle was likewise confined to the District of Columbia and extends three full years beyond a half-century. In each case service has been continuous. In each case service has been characterized by efficiency, dignity, fidelity, and integrity.

"To spend a half century in honorable labor is a mark of distinction in itself. But where that labor has been, as in the cases now before the Board of Education, spent in educating the youth of America, the distinction is all the more unusual, unique, and peculiarly significant. Such is the record of both Miss M. P. Shadd and Mr. J. C. Nalle.

"The splendid school organization in divisions 10-13, the fine esprit de corps among our educational employees, the successful careers of thousands of former students and graduates of the public schools of Washington are after all the best evidence of the manner in which these two faithful and efficient public servants have discharged their duties.

"They go into retirement with the best wishes of their colleagues and with an expression of appreciation by the Board of Education in behalf of the public for the fine service they have rendered through the years."

#### A. H. GLENN, HEAD OF DEPARTMENT OF LANGUAGES

In submitting to the Board of Education on February 2, 1927, the request of Mr. A. H. Glenn for retirement, the superintendent transmitted the following statement prepared by First Assistant Superintendent Garnet C. Wilkinson:

"This office regrets to advise the Board of Education of the retirement of Mr. A. H. Glenn, head of the department of languages, divisions 10-13, because of ill health.

"Mr. Glenn was appointed as teacher of languages in the M Street High School in 1904. In 1906 he was promoted to the rank of head of the department of languages for the high schools of divisions 10-13, which office he held continuously until the date of his retirement, February 2, 1927. From September, 1912, until June, 1916, Mr. Glenn served as secretary of the board of examiners for divisions 10-13.

"As teacher, head of department, and as secretary for the board of examiners, Mr. Glenn always exhibited a high degree of efficiency and integrity. His views as an educator were always sound and progressive. He was an indefatigable worker.

"One of the best, among the many, contributions made by Mr. Glenn during his 22 years of service in the public schools of Washington was in connection with guidance of the boys and girls of our several high schools who were looking forward to college careers.

"It is a matter of record that for the past 20 years Mr. Glenn devoted a considerable portion of his time and energy to directing the undergraduate work of students preparing for college, and to the securing of scholarships in the leading universities in the North and in the West for worthy graduates of our local high schools."

#### ANNE M. GODING, PRINCIPAL OF WILSON NORMAL SCHOOL

At its meeting on June 29, 1927, the Board of Education received and placed in its records the following statement prepared by First Assistant Superintendent Stephen E. Kramer and submitted by the superintendent:

"Miss A. M. Goding was first appointed to service in the public schools of the District of Columbia in December, 1884, as a teacher of the sixth grade in the Henry School. She was later promoted to the seventh grade, Henry School, and then to the eighth grade in the Seaton School. Miss Goding was promoted to the position of principal of the Blake School in September, 1888, and in



April, 1893, she was again promoted to assistant in Normal School No. 1, which school was later designated as the James Ormond Wilson Normal School.

"In September, 1900, Miss Goding became principal of the James Ormond Wilson Normal School. In this position she has continuously served since 1900.

"Through a long and successful service in one of the most important and distinguished positions in the school system, Miss Goding has made an outstanding contribution to the success of our educational endeavor and to the welfare of this community.

"Her fine character and attainments will be a splendid force for good in this city for many years through the lives and services of the young women who have come under the direction and influence of Miss Goding."

#### ELLA M. CHASE, ADMINISTRATIVE PRINCIPAL, CURTIS-HYDE SCHOOL

At the meeting of the Board of Education on July 1, 1926, the superintendent presented the following statement prepared by Assistant Superintendent Robert L. Haycock regarding the service of Miss Chase:

"In recommending the retirement of Miss Ella M. Chase, administrative principal of the Curtis-Hyde School first division, the superintendent desires to bring to the attention of the Board of Education a long record of efficient service rendered in our elementary schools.

"As teacher and later as principal Miss Chase has served continuously in the elementary field for more than 40 years. She began her work as a first-grade teacher in the old Montgomery Street School, in Georgetown, which was later displaced by the Corcoran School. In 1895 Miss Chase was promoted to the principalship of the Addison School, later she was transferred to the Curtis School, and in 1922 became the administrative principal of the Curtis-Hyde group.

"Miss Chase is well known and beloved in the Georgetown schools, to which she has given the greater part of her life. Her influence upon the boys she taught was especially gratifying.

"The superintendent wishes to recommend that the Board of Education congratulate Miss Chase on the culmination of a successful and useful career as teacher and officer. She now retires voluntarily and is one of the first to benefit by the more generous provisions of the retirement law recently approved by the President."

#### CLARA G. BREWER, ADMINISTRATIVE PRINCIPAL, JOHNSON-BANCROFT SCHOOL

The following statement covering the service of Miss Brewer was prepared by Assistant Superintendent Robert L. Haycock and presented by the superintendent at the meeting of the Board of Education on June 8, 1927:

"In submitting the request for retirement from Miss C. G. Brewer, administrative principal of the Johnson-Bancroft School, the superintendent desires to recommend to the Board of Education that it express its appreciation of the excellent service rendered by Miss Brewer as a teacher and officer in our public schools.

"Miss Brewer has taught continuously in our schools for a period of more than 40 years, during which time she has served as a teacher in practically all of the elementary grades and has rendered efficient service as a principal for more than 20 years. She was appointed as a first-grade teacher in Anacostia on September 18, 1886. Miss Brewer became principal of the Johnson School in 1906 and was designated as administrative principal on July 1, 1922.

"The superintendent wishes to commend the wholesome influence exercised by Miss Brewer as a teacher and principal, and recommends that this statement be spread on the minutes of the Board of Education and that a copy of the same be sent to Miss Brewer."

### 3. RESIGNATION

#### EVA F. WILSON, DIRECTOR OF DOMESTIC ART

The resignation of Miss Wilson, submitted to the Board of Education on November 3, 1927, was accompanied by the following statement:

*Memorandum for Dr. F. W. Ballou:*

I am submitting the resignation of Miss E. F. Wilson, director of domestic art, divisions 10-13, effective November 2, 1926.



Miss Wilson has served the public schools of the District of Columbia for 21 years. Originally appointed as teacher of domestic art in 1905, Miss Wilson was promoted to the rank of director of domestic art on February 27, 1913. She administered the affairs of the office of director of domestic art efficiently and faithfully.

Respectfully submitted,

G. C. WILKINSON,  
First Assistant Superintendent of Schools.

#### 4. APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies occurring during the school year 1926-27:

EUGENE A. CLARK, ASSISTANT SUPERINTENDENT OF SCHOOLS

To fill the vacancy caused by the retirement of Miss Marlon P. Shadd, Mr. Eugene A. Clark, principal of the Miner Normal School, was appointed on September 15. A statement, prepared by First Assistant Superintendent Garnet C. Wilkinson, of his education and professional experience follows:

*Education.*—Bachelor of arts, Williams College, 1908; diploma, Miner Normal School, 1909; master of arts, Columbia University, 1924; diploma, Columbia University, 1924 (for principal of normal school).

*Professional experience.*—Teacher, elementary schools, 1909-1914; critic teacher and demonstrator, Miner Normal School; 1914-1916; teacher of theory, Miner Normal School, 1916-1920; director of practice teaching, Miner Normal School, 1917-1920; acting principal, Miner Normal School, August, 1920-February, 1921; principal, Miner Normal School, 1921 to date.

JAMES A. TURNER, PRINCIPAL OF MINER NORMAL SCHOOL

To fill the vacancy caused by the promotion of Mr. Clark, Mr. James A. Turner was appointed principal of the Miner Normal School on September 15. At the time of his appointment Mr. Garnet C. Wilkinson submitted the following statement relating to his education and teaching experience:

*Education.*—B. S. degree, Clark University, Atlanta, Ga., 1909; A. M. degree, Cornell University, 1926; M. S. degree (honorary), Clark University, 1909.

*Teaching experience.*—Elementary schools: McDonough, Ga., summer term, 1902; Lutherville, Ga., summer term, 1903; Covington, Ga., summer term, 1904. High schools: Student instructor, Clark University, Atlanta, Ga., 1902-1906; Douglass High School, Baltimore, Md., 1913-1922. College teaching: Professor of biology and head of the department of science, Clark University, Atlanta, Ga., 1908-1913. Normal school teaching: Miner Normal School, Washington, D. C., 1922-1926, biology, methods in nature study, and supervision in practice teaching.

*Other points worthy of note.*—Passed the 6B (3B) promotional examinations in 1924. Served as a member of the board of entrance in charge of entering pupils for Miner Normal School since 1923. Member of the board of examiners.

E. F. G. MERRITT, SUPERVISING PRINCIPAL

To fill the vacancy caused by Mr. Nalle's retirement, Miss E. F. G. Merritt was appointed September 15. A statement submitted to the Board of Education at the time follows:

*Education.*—Public schools of Washington, D. C.; Howard University, four years, 1883-1887; Columbian University (now George Washington University), three years, 1887-1890.

*Additional course.*—Methods, Howard University, 1889-1892; Columbian University, 1895-1898, courses in psychology, child study, sociology; Normal School, Cook County, Ill., summer session, 1898; primary methods, psychology, child study, 1899, summer session; primary methods, nature study, arithmetic, child study, Cook County Normal School, 1899; graduated from Phoebe A. Hearst Kindergarten Training School, Washington, D. C., 1901; courses in French literature and language, Berlitz School of Languages, Washington, D. C., 1913-14; Columbia University, extension courses, 1921-1923, psychology, pedagogy, tests, and measurements; Howard University, A. M. (honorary), 1925.

*Experience.*—Appointed teacher in the public schools of Washington, September, 1876; principal of Banneker School, 1887-1896; principal of Garnet School, 1896-97; appointed director of primary instruction, 1897.

*Experience outside of Washington public schools.*—Howard University summer school, 1904, instructor in methods and mathematics; Howard University, evening classes, instructor, 1908, 1909, and 1914; Cheyney Institute, summer sessions, 1906-1920 (1913, 1915 excepted).

WILLA C. MAYER, DIRECTOR OF PRIMARY INSTRUCTION

The vacancy caused by the promotion of Miss Merritt was filled by the appointment, on September 15, of Mrs. Willa C. Mayer to be director of primary instruction in Divisions X-XIII. A statement of her education and professional experience, submitted to the Board of Education at the time of her appointment, follows:

*Education.*—Miner Normal School, 1915; Howard University, A. B. degree, 1926. Credits toward M. A. degree: Course in educational psychology of childhood, course in educational psychology of elementary school subjects, course in supervision in elementary grades.

*Professional courses accounted for within A. B. degree.*—Junior high-school organization, methods in writing, demonstration (kindergarten-eighth grade), educational tests and measurements, kindergarten and first-grade activities, project method, dramatization and pageantry, general supervision, vocational psychology.

*Professional experience.*—Teacher elementary schools, 1915 to date; demonstration teacher, Garrison School, September 1, 1925, to date.

ETHEL C. HARRIS, HEAD OF DEPARTMENT OF MATHEMATICS

The vacancy resulting from the promotion of Mr. Robert N. Mattingly to be principal of the Francis Junior High School was filled by the appointment, on January 5, 1927, of Miss Ethel C. Harris to be head of department of mathematics in Divisions X-XIII.

The sketch of Miss Harris follows:

"Miss E. C. Harris graduated from Howard University with the degree of B. S. in 1915. She received her A. M. degree from Columbia University in 1924. Since 1924 Miss Harris has pursued additional work with reference to the doctorate.

"In 1924 Miss Harris received from Columbia University a diploma as supervisor of mathematics.

"For two years, 1917-1919, Miss E. C. Harris taught at the Normal and Industrial Institute at Fredericksburg, Va.; for four years, 1919-1923, she taught at the Peabody High School, Petersburg, Va.; for the past three years, 1923-1926, Miss Harris has been employed as teacher of mathematics in the Armstrong Technical High School.

"Miss Harris has been serving as teacher in charge of educational guidance at the Armstrong Technical High School. She is also a member of the committee of teachers on mathematics for the senior and junior high schools.

"Miss Harris brings to the position of head of the department of mathematics a wealth of professional training in educational psychology, the teaching of mathematics, the principles of education, measurements in secondary education, and other professional courses.

"In speaking of her, one of her superior officers reports that Miss Harris 'possesses adequate teaching experience, has made an educational preparation which may be regarded as ideal, has exhibited initiative and forethought in the character of preparation.' Still another officer reports that Miss Harris is 'one of the best types of womanhood to be found in the teaching profession. Well trained, competent, and modest. \* \* \* Believes in constant self-improvement. Especially well trained in her field. \* \* \* A most deserving teacher. Thoroughly dependable.'"

CLYDE C. McDUFFIE, HEAD OF DEPARTMENT OF LANGUAGES

To fill the vacancy created by the retirement of Mr. Glenn, Mr. Clyde C. McDuffie was appointed head of department of languages on February 16, 1927. A sketch of Mr. McDuffie's educational professional work follows:

"Mr. C. C. McDuffie graduated from Williams College in 1912 with the degree of A. B. He completed a four-year college course in three years. He is a member of the Phi Beta Kappa Society.



"Mr. McDuffie has been a teacher of languages in the local high schools since 1913. He has been acting as the head teacher of languages at the Dunbar High School for several months recently during the illness of Mr. A. H. Glenn, who has just been retired from the position of head of the department of languages."

#### HENRY W. DRAPER, SUPERVISING PRINCIPAL

The vacancy created by the death of Mr. Murch was filled on June 8, 1927, by the appointment of Henry W. Draper, principal of the Langley Junior High School. A statement of the educational record of Mr. Draper follows:

"Mr. Henry W. Draper is a product of the public schools of the District of Columbia. On July 1, 1895, after graduating from the Wilson Normal School, he was appointed to a fourth-grade class in the Soldiers' Home School.

"For more than 20 years Mr. Draper was a teaching principal in the Washington elementary schools, serving at the Conduit Road School (1896-1898), the Reservoir School (1898-1906), and the Monroe School (1897-1915). In 1915 Mr. Draper was promoted to the administrative principalship at the Henry-Polk School, which position he filled for six years. Mr. Draper's next promotion came on May 1, 1923, when he was assigned to the principalship of the Langley Junior High School.

"Mr. Draper holds the degrees A. B. and A. M. from George Washington University, with a master's diploma in education. He also holds the degree of LL. M. from the National University."

#### ANNA D. HALBERG, PRINCIPAL OF WILSON NORMAL SCHOOL

The vacancy caused by the retirement on September 1, 1927, of Miss Godling was filled on June 29 by the appointment of Miss Anna D. Halberg, of the Maryland State Normal School at Towson, Md., to become effective September 1, 1927. A statement concerning Miss Halberg follows:

"Miss Halberg is a graduate of the State Normal School at Oshkosh, Wis., and holds the degrees of B. S. and A. M. from Teachers' College, Columbia University. She has also pursued graduate work at Teachers' College and Johns Hopkins University in Baltimore.

"Miss Halberg's experience consists of three years' teaching in a rural elementary school, two years' teaching in the primary department of a city elementary school, followed by two years as principal of a city elementary school. Then followed her work in teacher training, which in amount, quality, and character is unusual. For two years as teacher of English, history, and civics in a county normal school, six years principal of a teacher-training department in two different high schools in Wisconsin, in charge of the demonstration work one summer in the State normal school of Oshkosh, Wis., two years teacher of education and psychology in the Baltimore City Training School for Teachers, and since 1924 director of the student teaching in the State Normal School, Towson, Md. Her educational preparation is unusually rich and extensive, including all phases of primary, elementary, and teacher-training education in the fields of psychology, philosophy, method, supervision, and administration. Added to these is a varied line of academic courses which bespeak wide interest and make for cultural background.

"Miss Halberg is highly indorsed by the professors with whom she has worked at Teachers College, by the superintendent of schools of Baltimore with whom she has been associated for four years, and by the principal of the State Normal School, with which she is now connected. Her indorsements indicate her to have a fine philosophy of education, a thorough grounding in the fundamental principles and modern methods of education, and furthermore indicate her to be an excellent student, a fine teacher, and an able administrative and supervisory officer."

#### G. DERWOOD BAKER, PRINCIPAL OF LANGLEY JUNIOR HIGH SCHOOL

To fill the vacancy caused by the promotion of Mr. Draper, Mr. G. Derwood Baker, of St. Louis, was appointed principal of the Langley Junior High School. A statement of his education and experience follows:

"Mr. Baker received his A. B. degree from Pomona College in California in 1922 and his M. A. degree from Teachers College, Columbia University, in 1926.

"Mr. Baker was freshman class adviser in Pomona College for one year, instructor in history and coach of the football team in Ridgewood High School, New Jersey, for two years, and instructor in social science in the John Burroughs School, of St. Louis, for two years. Mr. Baker has heretofore served at Teachers College as Professor Johnson's assistant and will do so again this summer.

"Mr. Baker has pursued the following courses in preparation for a junior high school principalship: Philosophy of education with Professor Kilpatrick; the superintendent and principal as supervisors of instruction by Superintendent Scott; supervision of secondary instruction with Professor Briggs; administrative problems of the high school with Professor Johnson; improvement of instruction in secondary schools with Professor Johnson; organization and administration of the junior high school with Professor Briggs; modern educational theory in the junior high school with Professor Fretwell; bearing of recent psychology on educational theory with Professor Raup."

The increasing importance of the administrative principal in the public-school system of Washington prompts the superintendent to include in his annual report for the first time this year a list of persons appointed to administrative principalships during the year.

Administrative principals of elementary schools are appointed from rated lists established by the respective board of examiners. Accordingly no detailed statement of the qualifications of persons appointed to this position are presented to the Board of Education when such appointments are made.

#### JOSEPH P. GILLEM, PRINCIPAL OF CARDOZO-BELL

On June 25, 1926, Mr. Joseph P. Gillem was appointed principal of the Cardozo-Bell Schools, vice Miss J. E. Page, who was transferred to the New Bell School.

#### CORA A. OSSIRE, PRINCIPAL OF CURTIS-HYDE

On September 1, 1926, Miss Cora A. Ossire was appointed principal of the Corcoran-Jackson Schools, and immediately transferred to the principalship of the Curtis-Hyde School, vice Miss Lou E. Ballenger, who was transferred to the Corcoran-Jackson.

#### MARY E. SHORTER, PRINCIPAL OF SLATER-LANGSTON

On March 3, 1927, Miss Mary E. Shorter was appointed administrative principal of the Slater-Langston Schools, to succeed Miss A. E. Thompson, deceased.

#### A. GRACE LIND, PRINCIPAL OF JOHNSON-BANCROFT

On July 1, 1927, Miss A. Grace Lind was appointed administrative principal of the Johnson-Bancroft Schools, to succeed Miss Clara G. Brewer, retired.

### 5. APPOINTMENTS TO NEW POSITIONS DUE TO REORGANIZATION

As vacancies occur in the administrative and supervisory staff, the school authorities give consideration to any possible reorganization of the staff or of the school system in the interests either of efficiency or of economy. Several such reorganizations took place during the school year 1926-27.

#### HOWARD H. LONG, CHIEF EXAMINER

As a means of equalizing the work of the assistant superintendents respectively in charge of elementary schools and educational research in Divisions X-XIII, the assistant superintendent in charge of elementary schools was relieved of being chief examiner of the board of examiners and the assistant superintendent in charge of educational research was appointed chief examiner. Thus on September 15, 1926, Mr. Howard H. Long became chief examiner in Divisions X-XIII.

#### JULIA W. SHAW, DIRECTOR OF HOUSEHOLD ARTS

By the resignation of Miss Eva F. Wilson as director of domestic art, the opportunity was presented of consolidating the departments of domestic art and



domestic science. The school officials and the Board of Education have long been conscious of the desirability of such a consolidation.

Accordingly, in the interests of efficiency, on January 5, 1927, the two departments in Divisions X-XIII were consolidated into the department of household arts, and Mrs. Julia W. Shaw, formerly director of domestic science, was made director of the new department.

**P. J. RAYFORD, DIRECTOR OF ELEMENTARY SCIENCE AND SCHOOL GARDENS**

With salary released by the abandonment of the department of domestic art, the department of elementary science and school gardens was created in Divisions X-XIII.

Mr. P. J. Rayford, who for some years has been teacher in charge of school gardens, was made director of the new department.

In accordance with the long-established policy to consolidate small schools and to create administrative principalships when opportunity presented itself for so doing, seven such principalships were created during the school year 1926-27.

**ROSE G. CARRAHER, PRINCIPAL OF FAIRBROTHER-BOWEN**

On July 1, 1926, the Fairbrother-Bowen Schools were joined, and Miss Rose G. Carraher was appointed administrative principal of the consolidated schools.

**ALICE M. CLAYTON, PRINCIPAL OF SEATON-BLAKE**

On July 1, 1926, the Seaton-Blake Schools were grouped, and Miss Alice M. Clayton was appointed administrative principal of the consolidated schools.

**LOU E. BALLENGER, PRINCIPAL OF CORCORAN-JACKSON**

On July 1, 1926, Miss Lou E. Ballenger was appointed administrative principal of the Curtis-Hyde Schools, effective September 1. Before the schools opened in September, Miss Ballenger was transferred to the principalship of the Corcoran-Jackson Schools, which on that date were consolidated under one principal.

**FLORENCE E. MORTIMER, PRINCIPAL OF EDMONDS-MAURY**

On September 1, 1926, the Edmonds-Maury Elementary Schools were consolidated, and Miss Florence E. Mortimer was appointed administrative principal of the group.

**MARY A. DILGER, PRINCIPAL OF GALES-ARTHUR**

On January 20, 1927, the Gales-Arthur Schools were joined to create a group, and Miss Mary A. Dilger was appointed administrative principal of the group.

**ALEXANDRA L. GALESKI, PRINCIPAL OF THE GRANT-WEIGHTMAN**

On January 20, 1927, the Grant-Weightman Elementary Schools were grouped, and Miss Alexandra L. Galeski was appointed administrative principal of the consolidated schools.

**EVELYN A. CHASE, PRINCIPAL OF BRIGGS-MONTGOMERY**

On March 3, 1927, the Briggs-Montgomery Schools were joined under one principal, and Miss Evelyn A. Chase was appointed administrative principal of the group.

**6. APPOINTMENTS TO FILL NEW POSITIONS**

With the establishments of new schools, certain new positions are necessitated. Three such positions were created during the past year.

**CLAUS J. SCHWARTZ, PRINCIPAL OF STUART JUNIOR HIGH SCHOOL**

On December 1, 1926, Mr. Claus J. Schwartz was appointed principal of the Stuart Junior High School when organized. A statement of Mr. Schwartz's qualifications follow:

"Mr. Claus J. Schwartz received from George Washington a bachelor of arts degree in 1908 and a master of arts degree in 1909. Before coming to Washington he was a teacher and head of department in the Polytechnic Preparatory School of Brooklyn, N. Y.

"Mr. Schwartz was appointed to the Eastern High School on September 1, 1907, and has served continuously in that school to the present date. He was promoted to the Group B salary on September 1, 1913.

"Mr. Schwartz has had many opportunities to demonstrate his ability as an administrative officer and a leader. He has had charge of the following activities in the Eastern High School: Adviser in rifle shooting since 1909; chairman of military committee since 1913; treasurer of all subsidiary funds since 1919; chairman of the lunch room committee since 1920. In all of these activities Mr. Schwartz has been highly successful.

"Mr. Schwartz's ability has been recognized by his professional associates through his service for three years as treasurer of the Federal Schoolmen's Club, two years as treasurer of the High School Teachers' Association, and recently elected president of the High School Teachers' Association for the school year 1926-27.

"Mr. Schwartz has made a special study of the aims, methods, and organization of junior-high schools in preparation for a principalship by the pursuit of courses at George Washington University in the summer of 1924 and the school year 1924-25."

#### ROBERT N. MATTINGLY, PRINCIPAL OF FRANCIS JUNIOR HIGH SCHOOL

The new position necessitated by the opening of the Francis Junior High School was filled by the appointment on December 1, 1926, of Mr. Robert N. Mattingly as principal.

A statement of Mr. Mattingly's educational preparation and experience follows:

"Mr. Robert N. Mattingly received the A. B. degree from Amherst College in 1905. He has also completed one-half of the major requirements for the degree of master of arts in education from Teachers' College, Columbia University.

"Mr. Mattingly has been head of the department of mathematics in Divisions X-XIII since 1906 and has uniformly been given the highest rating by his supervisory officers. He has further demonstrated his administrative and supervisory ability in the principalship of the Dunbar summer school from 1922 to 1924. Mr. Mattingly has made special preparation for a junior high-school principalship by pursuing courses on junior high-school organization and teaching at Teachers' College, Columbia University, and the University of Chicago."

#### ELIZABETH K. PEEPLES, PRINCIPAL OF BRIGHTWOOD SCHOOL

On July 1, 1926, Mrs. E. K. Peeples was appointed administrative principal of the new Brightwood School, which was opened on that date.

#### OTHER APPOINTMENTS AND ASSIGNMENTS

One other appointment and one assignment are of such importance as to justify mention in the annual record of the school year.

Miss Esther Scott, of the nature study corps, was appointed teacher in charge of nature study in Divisions I-IX, vice Mrs. E. K. Peeples, promoted to an administrative principalship.

Mr. William McQueeney was promoted from engineer at the Central High School to assistant superintendent of janitors.



### SECTION III. REORGANIZATION OF THE NORMAL SCHOOLS

Regularly in Section III of his annual report, the superintendent discusses the subject which in his judgment represents the most outstanding development during the year. While difficulty might be encountered in some years in making a selection of the subject to be so characterized, it is easy to make the selection for the school year 1926-27. Without question, the subject in 1926-27 which means most to public education in Washington is the reorganization of the Washington normal schools.

Accordingly, the superintendent makes record of the steps taken leading to the reorganization of the Washington normal schools effective July 1, 1927, as follows:

1. The superintendent's report and recommendation to the board, January 6, 1926.
2. The Board of Education's letter to United States Commissioner of Education, Dr. John J. Tigert, January 8, 1926.
3. Commissioner Tigert's letter to the Board of Education, June 28, 1926.
4. The superintendent's report on the bureau's recommendations, March 30, 1927.

#### 1. THE SUPERINTENDENT'S REPORT AND RECOMMENDATION TO THE BOARD, JANUARY 6, 1926

*To the Members of the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: On October 29, 1925, the superintendent called the attention of the members of the Board of Education to the annual reports of the first assistant superintendents, Messrs. Kramer and Wilkinson, relating to the Wilson and Miner Normal Schools, which they respectively supervise.

The greatly increased enrollments in these schools in recent years, the limited capacity of the buildings and instructional facilities, and the inability of the elementary school system wholly to absorb the present graduates of these two professional training schools for teachers make it clearly apparent that the future policy for these schools should be determined at an early date.

The first assistant superintendents have submitted to me the following statement, outlining the general problem as they see it, and suggesting questions to which answers are desired.

#### THE PROBLEM AND QUESTIONS

The fact that the normal schools are nearing their maximum enrollment and that the graduates annually completing their work at these schools have reached a number more than sufficient to supply the annual need for teachers in the local schools seem to make it appropriate that certain questions be proposed concerning the policy to be adopted in the future conduct of these schools.

1. These schools are the result of the administration of a succession of capable and devoted principals and the suggestion that a consideration of future policies be given should carry with it no thought that the wisdom and efficiency of present and past administrations are being called into question. We should determine the future policies of these schools by a careful and thoughtful comparison of the existing courses and instruction procedure with similar courses and procedure in other city training schools of the first rank. We must determine whether the automatic admission of pupils to these schools upon the receipt of a high-school diploma is an adequate procedure for the procurement of students possessing the qualities of successful teachers. The per capita cost of instruction is relatively high and it seems fair to inquire whether, in justice to the citizens of the District of Columbia, these pupils ought not to be selected upon some basis which would give a fair prognosis of success in the future service of these pupils as teachers.

2. The question of the relative weight between instruction leading to skill in the art of teaching and those steps designed to bring about a mental attitude and appreciation of teaching as a science must be determined.

3. In view of the assured expansion of the school system and the need of constantly adapting our educational procedure to meet the modern ideals of teacher training, it seems appropriate at this time to determine how far the procedure which has served in the past is adequate to meet the demands of the future.

4. It may be pertinent to make inquiries similar to the following:

(1) Should the normal schools restrict their preparation of teachers to the local demand, or should they extend their facilities to those who would teach outside the District of Columbia?

(2) Should the enrollment of students in the normal schools be limited? If so, upon what basis shall the limitation take place?

(3) Should the normal schools attempt to meet the demands for teachers in all classes and types of elementary service?

(4) Should the normal schools prepare teachers for work above elementary level?

(5) Should the normal-school course be extended to three or to four years leading to a degree?

(6) What are the objectives of the several curricula as now offered by the normal schools?

(7) Do the objectives sought determine the course of study? Are the courses differentiated on the basis of desired ends?

(8) Is there a close articulation between theory and practice?

(9) Are the students in the several courses selected on the basis of specific aptitudes and previous preparation?

(10) Does the organization provide for a graded system of practice teaching extending from the beginning to the end of the normal school course?

(11) Are the facilities for observation, participation, and practice teaching adequate to meet the demands of the course of study?

(12) Are the number of students too great for the practice facilities?

(13) Do the teaching loads permit effective work?

(14) Is the equipment satisfactory to meet instructional needs?

(15) Is the number of graduates who actually enter and remain in the teaching profession a sufficiently great proportion of the total number of the graduates to justify the cost of maintaining so large a student body?

5. With an appropriate time and an excellent source of experienced advice and counsel at hand we should avail ourselves of the opportunity to secure for the benefit of our schools the assistance of the Federal Bureau of Education in evaluating our existing normal-school courses and offering suggestions concerning modifications, extensions, and enrichment of our curriculum.

In accordance with the suggestions made by Messrs. Kramer and Wilkinson, I recommend that the Board of Education extend an official invitation to the United States Bureau of Education to make a survey of the Wilson and Miner Normal Schools and undertake to furnish the board with facts and recommendations which will indicate what the future policy for these schools should be.

Respectfully submitted.

FRANK W. BALLOU,  
Superintendent of Schools.

## 2. THE BOARD OF EDUCATION'S LETTER TO THE UNITED STATES COMMISSIONER OF EDUCATION, DR. JOHN J. TIGERT, JANUARY 8, 1926

DR. JOHN J. TIGERT,

United States Commissioner of Education,  
Washington, D. C.

MY DEAR DOCTOR TIGERT: At the meeting of the Board of Education held January 6, 1926, Dr. Frank W. Ballou, the superintendent of schools of the District of Columbia, directed the attention of the board to the present status of our two normal schools, the Wilson and the Miner, indicating the advisability of having some changes therein.

The problems and questions raised were given in considerable detail, and concluded with a recommendation that an invitation be extended to the United States Bureau of Education to have a survey made of these two schools, with particular reference to the questions raised in the superintendent's "fifteen points" on which information is desired. It will then be the purpose of the superintendent of schools to have the board take whatever action seems desirable in outlining the future policy to be followed in our normal-school courses.



The Board of Education unanimously approved the recommendation of the superintendent and the board officially extends to the bureau an earnest invitation to make the desired survey. In compliance with the instruction of the board I have the honor of transmitting the full file, the superintendent's report to the board, for your guidance. You may be assured that the superintendent of schools and his staff of assistants will at all times be ready to render help and information in your investigations.

Very respectfully,

HARRY O. HINE, *Secretary.*

3. Commissioner Tigert's letter to the Board of Education, June 28, 1926:

Mr. HARRY O. HINE,

*Secretary Board of Education of the District of Columbia,*

*Franklin School Building, Washington, D. C.*

MY DEAR MR. HINE: Upon January 8, 1926, the Board of Education of the District of Columbia invited the United States Bureau of Education to make a survey of the two public normal schools of the District. I accepted this invitation under date of January 13, 1926, and appointed the following committee to conduct the work: Dr. Arthur J. Klein, chief of the division of higher education; Mr. W. S. Deffenbaugh, chief of the city school division; and Mr. L. R. Alderman, specialist in adult education.

I transmit herewith a summary of the more important recommendations and conclusions of the committee. These recommendations are based upon careful examination and study of the District of Columbia and other city normal schools and are approved by me.

This summary will be supplemented at a later date by a detailed report embodying the facts and other considerations leading to these conclusions and presenting also comparisons and information in regard to the normal schools maintained by municipalities comparable to that of the District of Columbia. Pending preparation of their final report it will be possible to discuss specific items of this summary with authorized agents of the school board of the District of Columbia, if it is desired.

Cordially yours,

JNO. J. TIGERT, *Commissioner.*

"4. The superintendent's report on the bureau's recommendations, March 30, 1927:

"To assist the Board of Education in the consideration of the various recommendations made by the United States Bureau of Education regarding the Wilson and Miner Normal Schools, the superintendent submits herewith the recommendations of the Bureau of Education, together with certain proposed resolutions and orders relating to the aforementioned recommendations.

"The suggested resolutions submitted relate to present practices in the normal schools which are indorsed by the United States Bureau of Education. These resolutions have the force and effect only of establishing a record of the approval of the Board of Education of the recommendation and the present practice in the normal schools which it indorses.

"The orders submitted relate to modifications in the present practice in our normal schools and are submitted as a suggested means of putting into effect the recommendations of the Bureau of Education.

"These resolutions and orders have been considered by the superintendent and the assistant superintendents, in consultation with the principals of the normal schools, and are submitted by the superintendent as the consensus of opinion of all.

"The recommendations, resolutions, and orders will be found in the accompanying pages."

"These in the order given hereafter were considered and action taken thereon:

#### "1. THOSE RECOMMENDATIONS RELATING TO THE ORGANIZATION OF THE NORMAL SCHOOLS

##### "A. Scope of the program of the normal schools

"The United States Bureau of Education makes the following recommendation, in Item No. 16, of the summary:

"For the present the normal schools of the District of Columbia should confine themselves to the preparation of teachers for the kindergarten and elementary-school grades."

"The formal approval of this recommendation of the bureau, which indorses the present practice of our normal schools, is carried in the following resolution:

**"Resolution No. I**

*"Resolved,* That it is the sense of this board that from and after July 1, 1927, the two normal schools shall continue to prepare teachers for the service in kindergartens and in the grades of the elementary schools, and for the present shall not undertake to prepare teachers for junior high, senior high, or vocational schools.

"On the above item the teachers' union approved while the Federation of Citizens' Associations and the District of Columbia Public School Association requested its omission entirely.

"The vote of the board adopted the resolution.

***"B. Length of normal-school course***

"The United States Bureau of Education makes the following recommendation in item 8 of the summary:

"The normal-school course should be extended to three years for the preparation of kindergarten and elementary school teachers."

"The passage of the following order will put this recommendation into effect:

**"Order No. I**

*"Ordered,* That pupils entering the Wilson Normal School or the Miner Normal School from and after July 1, 1927, shall be required to pursue a three-year course in preparation for teaching in kindergarten or in the grades of the elementary schools.

"The order was adopted.

***"C. The unification of kindergarten and primary grades***

"The United States Bureau of Education makes the following recommendation as item No. 4 of the summary:

"The kindergarten and primary grades should be considered as one unit."

"Passage of the following order will put this recommendation into effect:

**"Order No. II**

"For the purposes of the course of study and for that purpose only it is

*"Ordered,* That the program of instruction of the Wilson Normal School and of the Miner Normal School from and after July 1, 1927, shall be so organized as to cover the teacher training for kindergarten and the first two grades as a unit.

*"Special note.*—It should be recognized that the foregoing orders concern matters of course of study only. Administrative procedure must be made the subject of board orders to be submitted at a future date.

"The order was adopted.

***"D. Graded observation in practice teaching***

"The United States Bureau of Education makes the following recommendation as item No. 3 of the summary:

"A graded system of supervised observation and practice teaching should be made a part of the teacher-training work in both normal schools."

"The formal approval of the following resolution will indorse this recommendation of the bureau.

**"Resolution No. II**

*"Resolved,* That it is the sense of this board that from and after July 1, 1927, the two normal schools shall continue a graded system of supervised observation and practice teaching.

"The resolution was adopted.



*"E. Articulation with the school system"*

"The United States Bureau of Education makes the following recommendation as item No. 15 of the summary:

"Frequent conferences should be held between the instructors in the normal schools and the city school supervisors in order that instruction in the several subjects in the normal schools may be coordinated closely with the standards and practices maintained in the city-school system. Direct supervision of the normal schools should be assigned to the assistant superintendents in charge of elementary schools."

"The formal approval of the following resolution will indorse this recommendation of the bureau.

"Resolution No. III

"Resolved, That it is the sense of this board that the closest cooperation should be maintained between the principal and the faculty of the normal school, on the one hand, and the supervisors of instruction, the principals of schools, and classroom teachers throughout the system, on the other, to the end that the graduates of the normal school may be prepared when appointed to take up their work as teachers with the minimum of necessary adjustment.

"The resolution was adopted.

"II. THOSE RECOMMENDATIONS RELATING TO THE COURSES OF INSTRUCTION OF THE NORMAL SCHOOLS

*"A. Extension of physical-training course"*

"The United States Bureau of Education makes the following recommendation as item No. 6 of the summary:

"The physical-training course should be extended to at least three periods a week throughout the course."

"The formal approval of the following resolution will indorse this recommendation of the bureau:

"Resolution No. IV

"Resolved, That it is the sense of this board that the physical-training course in the normal schools be sufficiently broad and intensive to encourage proper health habits in the normal-school students during their course of training, to provide prospective teachers on graduation from the normal school with preparation in subject matter and methods of teaching as will qualify them to teach health habits and physical training to children in kindergarten and elementary grades, and to enable prospective teachers to develop in their pupils the proper attitude toward ideals of physical development.

"The resolution was adopted in principle.

*"B. Extension of course in home economics"*

"The United States Bureau of Education makes the following recommendation as item No. 5 of the summary:

"A course in home economics extending through one year should be given at the Wilson Normal as part of the regular normal-school work. The two years' home-economics course at the Miner Normal should be extended to three years."

"The formal approval of the following resolution will indorse in substance this recommendation of the bureau:

"Resolution No. V

"Resolved, That it is the sense of this board that a course in home economics so organized and conducted as to acquaint the students with the sources, value, and cost of food, clothing, and shelter materials, and as a background for the proper presentation of instruction in industrial arts in the elementary schools shall be prescribed for all pupils in the normal schools as a part of their general preparation for teaching.

"The resolution was adopted.

*"C. Extension of courses for (a) practice teachers, and (b) teachers in service*

"The United States Bureau of Education makes the following recommendation as item No. 11 of the summary:

"'A practice teacher-training course open to practice teachers and to those who wish to qualify as such should be offered by both normal schools.

"'Both normal schools should offer extension work for teachers already in service.' Item No. 14 of the summary.

"The passage of the following order looks toward putting these recommendations into effect.

"Order No. III :

*"Ordered.* That the superintendent be, and is hereby, requested to investigate and report on the possibility of providing in the Wilson Normal School and in the Miner Normal School extension course for training of practice teachers and extension courses for the improvement of teachers in service, together with the estimated additional cost, if any, which the offering of such courses would involve.

"Order No. III was approved.

**"III. THOSE RECOMMENDATIONS RELATING TO THE FACULTIES OF THE NORMAL SCHOOLS**

*"A. Supervision of practice teaching*

"The United States Bureau of Education makes the following recommendation as item No. 9 of the summary:

"'At least one supervisor of practice teaching should be provided for each of the normal schools.'

"The passage of the following order looks toward putting this recommendation into effect.

"Order No. IV

*"Ordered.* That the superintendent of schools be, and is hereby, requested to investigate and report to the board on the question of the desirability or necessity for the assignment of a teacher in each normal school to the supervision of practice teaching, and, if found desirable, whether or not salaries are available for such positions.

"Order No. IV was approved.

*"B. Eligibility requirements of Normal school-teachers*

"The United States Bureau of Education makes the following recommendation as item No. 10 of the summary:

"'All new appointees to the academic teaching positions in the Normal schools should be required to have the master's degree, including at least 30 semester hours of professional work, and in addition two or more years of successful teaching experience. Practice teachers, both in the practice school and in the regular school system should be required to have special training for their work as practice teachers.'

"The formal approval of the following resolution will indorse in substance this recommendation of the bureau.

"Resolution No. VI

*"Resolved.* That it is the sense of this board that candidates for teaching positions in the normal school should possess broad academic scholarship in the field in which they teach, and adequate professional scholarship, together with a high quality of demonstrated teaching ability.

"The resolution was adopted."

**"IV. THOSE RECOMMENDATIONS RELATING TO THE PUPILS OF THE NORMAL SCHOOLS**

*"A. Admission of students"*

"The United States Bureau of Education makes the following recommendation as item No. 1 of the summary:

"'The Board of Education of the District of Columbia should, through the superintendent of schools, select the students for the normal schools. Only those



students ranking in the upper half of their class for at least the last two years of high school should be admitted without examination. As at present, a physical examination should be required. A personal characteristic score card should be prepared and used to rate members of the high-school class seeking admission to the normal schools.

"Graduates of high schools outside the District should be admitted only by examination."

"The passage of the following resolution does not approve of this recommendation of the bureau."

#### "Resolution No. VII

"Resolved, That it is the sense of the Board of Education, after having duly considered the aforementioned recommendation, and having given due consideration to the effect of the lengthening of the normal-school course to three years and of the limited number of teachers who are likely to be appointed from the graduating class of June, 1927, that it is inadvisable at this time to limit the admission of pupils to the normal schools in September, 1927, in accordance with the foregoing recommendation.

"On the motion to approve Resolution No. VII some discussion ensued. The three organizations that presented briefs on the survey did not concur in all the details enumerated by Doctor Tigert. The present capacity of the two normal schools was ascertained. On the question of students not able to pass the physical test the propriety of carrying such students to graduation was raised. All the members concurred in the view that no entrance restrictions should be imposed next year, as it appears evident that the extension from a two-year to a three-year course will check the normal flow of students to this lengthened professional course.

"The resolution was approved.

#### "B. Normal school training open to District graduates

"The United States Bureau of Education makes the following recommendation as item No. 2 of the summary:

"The District should provide teacher training facilities for all graduates of its high schools who are residents of the District provided they meet all admission requirements."

"The formal approval of the following resolution will indorse this recommendation of the bureau.

#### "Resolution No. VIII

"Resolved, That it is the sense of the Board of Education that the teacher-training facilities of the normal schools should be available for all graduates of the Washington high schools, who are residents of the District, provided they meet the requirements for admission and are able to pursue successfully the prescribed courses of study in the normal schools.

"The resolution was approved.

#### "C. Tuition for nonresidents

"The United States Bureau of Education makes the following recommendation as item No. 13 of the summary:

"Nonresident students should be required to pay a tuition fee equal at least to the pupil per capita cost of maintaining the normal schools."

"The approval of this recommendation is contained in the following resolution.

#### "Resolution No. IX

"Resolved, That it is the sense of the Board of Education that the practice heretofore followed of establishing a tuition fee on the basis of the per capita cost of maintaining the normal schools should be continued from and after July 1, 1927.

"The resolution was approved.

"V. THOSE RECOMMENDATIONS RELATING TO THE LIBRARIES OF THE NORMAL SCHOOLS

"The United States Bureau of Education makes the following recommendation as item No. 7 of the summary:

"The libraries of both normal schools should be reconditioned so that they will contain up-to-date books and periodicals in sufficient numbers to constitute suitable professional libraries."

"The formal approval of the following resolution will indorse in substance this recommendation of the bureau.

"Resolution No. X

*Resolved*, That it is the sense of this board that the library in each normal school should be reconditioned to the extent that it may be necessary in order that it may constitute a suitable professional library for students of the normal school, particularly looking toward an increase in the professional books and educational periodicals dealing with professional aspects of education.

"The resolution was approved.

"VI. THOSE RECOMMENDATIONS RELATING TO THE APPOINTMENTS TO THE NORMAL SCHOOLS

"The United States Bureau of Education makes the following recommendation as item No. 12 of the summary:

"In order to mitigate the deleterious effects of "inbreeding," a certain proportion of the supervisors and principals hereafter needed should be from outside the District of Columbia school system."

"The passage of the following resolution will indorse in substance this recommendation of the bureau.

"Resolution No. XI

*Resolved*, That it is the sense of the Board of Education that from and after July 1, 1927, the Board of Education should continue the policy heretofore prevailing of appointing the best qualified person available for teaching or supervisory positions in the Washington schools, preference being given to persons already in the school service, in the case of equal qualifications.

"The resolution was approved."



## SECTION IV. DETERMINING WHO ARE SUPERIOR TEACHERS

The teachers' salary schedule which was enacted by Congress for the District of Columbia and became effective on July 1, 1924, provides for a higher salary schedule for superior teachers found in the elementary schools, junior high schools, senior high schools, or normal schools, as follows:

	Minimum salary	Annual increase	Maximum salary
Elementary school (class 1):			
Group A	\$1,400	\$100	\$2,200
Group B	2,300	100	2,600
Junior high school (class 2):			
Group A	1,600	100	2,400
Group B	2,500	100	2,800
Group C	1,800	100	2,800
Group D	2,900	100	3,200
Senior high and normal schools (class 3):			
Group A	1,800	100	2,800
Group B	2,900	100	3,200

Class 2, Group A and B, schedules are for teachers in junior high schools who possess eligibility qualifications lower than senior high-school teachers but higher than elementary-school teachers.

Class 2, Groups C and D, Schedule 3, are for teachers in junior high schools who possess eligibility qualifications corresponding to those of teachers in senior high schools.

Group B salaries in classes 1, 2, and 3, and Group D salaries in class 2, are the salaries specifically provided for superior teachers.

### WHAT SUPERIOR SALARIES ARE FOR

This provision for higher salaries for superior teachers is based upon the assumption that a portion of the teachers, through highly successful experience and higher professional preparation while in service, are entitled to receive a higher salary than teachers who meet a minimum eligibility requirement and achieve only average success in teaching.

The law provides that teachers shall be promoted to the high-salary schedule "on the basis of such evidence of superior teaching and increased professional attainments as the Board of Education may prescribe." The law further provides "that no person shall be eligible for promotion to the salary schedule for superior teachers who has not received for at least one year the maximum salary of the lower schedule."

While the new salary schedule went into effect July 1, 1924, no teachers reached the maximum of the Group A or Group C schedule until the school year ending June 30, 1927.

### ACTION OF TEACHERS' COUNCIL

In anticipation of the time when teachers would be eligible for promotion to the Group B schedule, on January 12, 1926, the superintendent invited the Teachers' Council to make a study and report a plan for determining what

teachers should be considered eligible and qualified for promotion to the salary schedule established for superior teachers. The superintendent submitted the following statement to be considered by the council in its deliberation on this subject:

"It seems proper to indicate some general principles which, in my judgment, should be observed in formulating this plan of promotion to Group B salaries.

"1. Whatever plan is devised for evaluating the qualifications of individuals for promotion to Group B, that plan should make provision for giving each individual a discriminating rating.

"This appears to the superintendent to be a necessity, since the number of persons promoted to Group B salaries must depend upon appropriations, and since, further, the number of such salaries available never corresponds to the number of persons who have reached the maximum salary of Groups A and C.

"2. The names of persons qualified and eligible for promotion to Groups B and D within any salary class should be arranged in an eligible list in accordance with their respective ratings.

"The superintendent believes that the same practice in establishing an eligible list which has prevailed in the original appointment of teachers to service should likewise prevail with respect to promotions to Group B salaries.

"3. The plan of promotion to Group B salaries should make such provision for advancement of persons within the several salary classes as will deal fairly with the persons in the various groups.

"For example, the rights of the small number of persons employed as librarians in class 4 must be as definitely conserved, protected, and respected as are the rights of the persons who constitute our largest group of teachers, namely, those in salary class 1 of the elementary schools."

After considering the matter several months the Teachers' Council reported to the superintendent the following plan for evaluating the credentials of teachers to determine their superiority:

**PLAN FOR PROMOTION OF TEACHERS TO GROUP B, CLASSES I, III, AND IV, AND TO GROUP D, CLASS II, APPROVED BY THE TEACHERS' COUNCIL AND SUBMITTED TO THE SUPERINTENDENT APRIL 20, 1920**

**I. Before being eligible for promotion to Group B, classes 1, 3, and 4, and to Group D, class 2:**

1. A teacher must have reached the maximum of his group.
2. His last three ratings from rating official must have been "E" or "E. S."
3. He must have been in the Washington schools for the five years preceding consideration for promotion to a higher group.

**II. Promotions shall be based on:**

1. Scholarship	20
2. Success in teaching	40
3. Experience	10
4. Value to school outside of classroom	10
5. Personal equipment	10
6. Professional spirit and leadership	10

*Explanation*

**I. Scholarship (20) includes:**

- (a) Preparation for position held over and above entrance requirements, and acquired since appointment to present position.
- (b) Courses taken in education and in subjects leading to a better preparation for the position held at time promotion is under consideration.
- (c) Reading courses pursued in education or bearing a direct relation to subject or subjects taught since appointment to present position.
- (d) Contribution to cause of education through articles published.



- II. Success in teaching (40) includes: (a) All factors considered in annual rating.
- III. Experience (10) includes: (a) Two credits up to 10 credits are given for each year's service over and above the service required for reaching the maximum of Group A or Group C. To receive this credit, however, the teacher's rating for the given year must be at least "E."
- IV. Value outside of classroom (10) includes:
  - (a) Work in extra curricular activities.
  - (b) Ability in routine record work, work as section teacher, or equivalent.
  - (c) Cooperation with principal and other supervisory officers.
- V. Personal equipment (10) includes: (a) Appearance, health, voice, industry, self-control, promptness, punctuality, tact, personality, initiative, adaptability, and judgment.
- VI. Professional spirit and leadership (10) includes: (a) Interest in school as a whole, knowledge of home conditions of pupils, cooperation with officials, civic and community interest, membership in educational and professional organizations, attendance at educational meetings.

#### CONSIDERATION BY ADMINISTRATIVE OFFICERS

This report was received by the superintendent and referred to the respective boards of examiners for white schools and colored schools and to the assistant superintendents. After due consideration the administrative officers came to the conclusion that before competent judgment could be passed upon any plan for the promotion of superior teachers a definition of superior teachers and superior teaching would have to be set up. Accordingly, the superintendent and his assistant superintendents drafted the following definition of a superior teacher:

"A superior teacher is one who renders superior service to the child whom she teaches, to the school in which she teaches, to the local community which she serves, and to the District of Columbia as a whole. A superior teacher is one who possesses broad scholarship; who is thoroughly familiar with present-day educational theory and practice in the line of work which she teaches; who is doing constructive educational work of the highest order in carrying out the established educational program in the school where she teaches; who is actively and constructively promoting the educational welfare of the community in the vicinity of her school; and who participates in the improvement of education in the District of Columbia as a whole."

On January 18, 1927, this definition was referred to the teachers' council for consideration. The superintendent advised the council that the administrative officers would be glad to have suggestions for the modification either by elimination from or addition to the aforementioned definition.

The delegates of the teachers' council took up this definition with their respective constituent bodies.

At a meeting of the teachers' council held February 10, 1927, the definition stated above was approved by vote of the council.

#### BOARDS OF EXAMINERS

By the rules of the Board of Education the boards of examiners are charged with the responsibility for prescribing the conditions of and for holding examinations for promotion from one salary class to another. Following the acceptance of this definition of a superior teacher the boards of examiners worked out

the following general schedule covering the written and oral examination and the apportionment of credits for credentials:

VII. SCOPE OF WRITTEN AND ORAL EXAMINATION AND THE APPORTIONMENT OF CREDITS

	Maximum number of credits	
	Distributed	Total
A. Recorded success in teaching..... Determined by the 5 official discriminated ratings in the office of the superintendent, immediately prior to the date of the examination considering only the marks ES, E, VG (ES, 65; E, 60, VG, 35). NOTE.—ES has been given for 4 years. When it has been given for 5 years or over the number of credits under this plan will be 325.		310
B. Familiarity with present-day educational theory and practice related to the teacher's line of work..... Determined by a written examination, 1 hour in length.		200
C. Educational preparation..... Accredited college or normal school educational courses over and above eligibility, taken during the past 15 years, not to exceed 10 in number, viz, graduate educational courses, maximum 9, or each, 90 (Ph. D., 10 credits); other educational courses, maximum 6, or each, 60 (AM, 4 credits). Courses are classified into the 4 groups given below. The maximum value of a course will be given if in the first group; 1 less if in the second group, 2 less if in the third group; 3 less if in the fourth group: Group 1. Those in the teacher's line of work. Group 2. Those in subjects allied to the teacher's line of work. Group 3. General courses in educational psychology and the profession of teaching. Group 4. Other educational courses.		100
D. Approved constructive educational work..... Constructive, well-organized written educational investigations and plans made to official superiors and by them deemed worthy of adoption to carry out or improve the established educational program of the local schools or of the system as a whole, including contributions made to the work of important educational committees and individual investigations.		100
1. Investigations..... Covering any or all of the following: Methods of teaching; organization and management of school and line of work, educational welfare of local school community.	50	
2. Plans..... Covering any or all of the following: Methods of teaching; organization and management of school and line of work, educational welfare of local school community.	50	
E. Professional interest and growth (other than under C and D above).....		75
1. College or normal school courses over and above eligibility other than under C above, not to exceed 10 courses, 4 credits each.....	40	
2. Publications or manuscripts on educational subjects.....	20	
3. Affiliations with educational associations.....	6	
4. Travels.....	9	
F. Civic interest (distinct from special educational work).....		50
1. Civic associations and similar associations..... (a) Membership, maximum, 6; (b) participation, maximum, 24.	30	
2. Lectures, articles, etc., prepared, of a nonprofessional nature, maximum, 5, 2 credits each.....	10	
3. Other outside contacts.....	10	
G. Assigned work other than teaching.....		50
H. Personal equipment of a superior teacher..... Determined by questions on any of the foregoing parts of the examination or matters pertinent thereto.		115
Total.....		1,000

As will be observed, the examination consisted largely of the valuation of credentials submitted in the form of claims. The board of examiners determined that these claim sheets must be filed by April 29, 1927. The written examination covering "Familiarity with present-day educational theory and practice" was held May 13.

The oral examinations of those candidates qualifying otherwise in the examination were held during the first two weeks of June. The final results of the examinations were reported to the Board of Education at its meeting on June 15, 1927.

A rating in the examination is good for two years. The examination will be held annually and the names of successful candidates will be merged with the existing list of eligibles according to ratings.



Teachers are grouped within their respective salary classes, but appointments are made in order of rank, regardless of such salary classification.

While it is generally recognized that the administration of a salary schedule for superior teachers is a very difficult problem, it is gratifying to record the fact that almost complete unanimity was reached with regard to every detail of the procedure set up for determining who are superior teachers. It is to be further noted that there is very general satisfaction among the teachers and officers concerned with the manner in which the boards of examiners organized and conducted the examinations.

### WRITTEN EXAMINATION

The following is a list of the questions submitted to each candidate regardless of whether she was a teacher in the kindergarten, elementary school, junior high school, senior high school, or in a special department:

"With controlling emphasis upon the subject you teach and explicitly pointing it out discuss:

"1. The most important objectives to be realized by efficient instruction and supervision in your line of work (24 minutes; 80 credits).

"2. State briefly the most important developments in present-day educational theory and practice related to your line of work (24 minutes; 80 credits).

"3. Write the names of those who are recognized leaders in the United States making important professional contributions to your line of work, viz (12 minutes, 40 credits):

"A. Writing articles or books.

"B. Making suggestions or recommendations that have led to improvements in courses of study.

"C. Writing textbooks or library reference books which have improved the content of the subject matter."

Approximately 250 teachers were on the maximum salary of the lower schedules during the school year ending June 30, 1927, and were, therefore, eligible for entering the examination for promotion to the higher salary class. Of this number 56 entered the examination and 41 passed. A minimum of 700 points out of a possible 1,000 points was established as a passing rating.

## SECTION V. THE ASSIGNMENT OF CERTAIN JUNIOR HIGH-SCHOOL TEACHERS TO SALARY CLASS 2, GROUP C

It is not the purpose to discuss the issues involved in the case of certain junior high-school teachers whose assignment to salary class 2, Group C, was the result of a decision of the Comptroller General; rather it is the purpose to make here an available record of the official papers which brought about such an assignment.

This section contains the following official papers relating to the case:

1. Decision of Comptroller General, March 5, 1926.
2. Decision reaffirmed by Comptroller General, June 14, 1926.
3. Further interpretation by Comptroller General, February 14, 1927.
4. Instructions from the auditor, February 17, 1927.
5. Superintendent of school and special committee of Board of Education recommend rescindment of passage of all previous orders on the matter. March 2, 1927.
6. Superintendent of schools and special committee of Board of Education recommend, and board approves, adoption of a procedure. March 2, 1927.

### 1. DECISION OF COMPTROLLER GENERAL, MARCH 5, 1926

WASHINGTON, March 5, 1926.

The PRESIDENT BOARD OF COMMISSIONERS, DISTRICT OF COLUMBIA.

SIR: Consideration has been given your letter of December 30, 1925, requesting upon a question presented as follows:

"Should the teachers in the junior high schools of the District of Columbia be placed in classes 3, 4, and 5, prior to the passage of the act of June 4, who possessed the eligibility requirements of teachers in the elementary schools and who, in addition, had met the higher eligibility established by the Board of Education for teachers in the junior high schools, be placed in class 2C as provided in section 6 of paragraph E of the act of June 4, 1924; or should they remain as classified by the superintendent of schools?"

The act of June 4, 1924 (43 Stat. 367), recognized the establishment of the junior high schools in the District of Columbia. Prior to that time such schools were conducted in connection with the school program as an experiment. Teachers possessing the eligibility requirements of teachers in the elementary schools and who had met the additional requirements specified by the Board of Education were detailed for duties in such schools. It appears that these teachers had been placed in classes 4 and 5 under the provisions of the salary schedule provided in the act of June 20, 1906 (34 Stat. 316), and received the salaries of such classes until June 30, 1924, when the school authorities allocated them to class 2, Group A, under their interpretation of the provisions of section 6, paragraph (d), of the act of June 4, 1924 (43 Stat. 372). It is urged by certain of these teachers that they should have been allocated under section 6, paragraph (e), of the act in view of the fact that they possessed the eligibility requirements referred to in said paragraph on June 30, 1924.

The act of June 4, 1924 (43 Stat. 367-375), provides in part as follows:

"That on and after July 1, 1924, the salaries of teachers \* \* \* of the District of Columbia shall be as follows:"

Section 1 embodies Article I, which is entitled "Salaries of teachers and school librarians" and names the salaries for various groups, and also embodies Article II, which is entitled "Salaries of administrative and supervisory officers" and names the salaries of the various classes.

Article III is entitled "Classification and assignment of employees" and contains section 2.

Article IV is entitled "Method of assignment of employees to salaries" and embodies sections 4, 5, and 6.

Article V is entitled "Method of promotion of employees" and embodies sections 7, 8, 9, and 10.



Article VI is entitled "Accompanying legislation" and embodies sections 11 to 19.

The particular provisions of the enactment applicable to the present matter are as follows:

*"Class 2.*—Teachers in junior high schools.

"A teacher in the junior high schools who possesses the eligibility requirements of teachers in the elementary schools and who in addition has met the higher eligibility requirements established by the Board of Education for teachers in junior high schools shall be paid in accordance with the following schedules:

*"Group A.*—A basic salary of \$1,800 per year, with an annual increase in salary of \$100 for eight years, or until a maximum salary of \$2,400 per year is reached.

"A teacher in the junior high school who possesses the eligibility requirements of teachers in the senior high and normal schools shall be paid in accordance with the following schedules:

*"Group C.*—A basic salary of \$1,800 per year, with an annual increase in salary of \$100 for ten years, or until a maximum salary of \$2,800 per year is reached.

*"SEC. 2.* That the Board of Education is hereby authorized, empowered, and directed, on recommendation of the superintendent of schools, to classify and assign all teachers, school officers, and other employees to the salary classes and positions in the foregoing salary schedules: \* \* \*

*"SEC. 6.* That teachers, school officers, and other employees in the service of the Board of Education on July 1, 1924, shall be placed in the salary classes and positions of the foregoing schedules as follows:

"(d) From teachers in junior high schools, possessing the eligibility requirements of teachers of elementary schools, classes 3, 4, and 5, under the act of June 20, 1906, as amended, to class 2, Group A, of the foregoing schedule.

"(e) From teacher in junior high schools possessing the eligibility requirements of teachers of senior high schools, class 6, Group A, under the act of June 20, 1906, as amended, to class 2, Group C, of the foregoing schedule.

*"SEC. 9.* That every teacher in the service on July 1, 1924, except as herein otherwise provided, and every teacher thereafter appointed, shall be assigned to Group A of the class to which eligible or to Group C of class 2, and shall be promoted to Group D of class 2 or Group B of any class on the basis of such evidence of superior teaching and of increased professional attainments as the Board of Education may prescribe: \* \* \*"

Section 6 comes under Article IV of the enactment, which Article IV is entitled "Method of assignment of employees to salaries," and it is to be observed the question does not involve promotions—which seems to have influenced somewhat the view of the school authorities in their interpretation—but that matters of promotion are a separate article in the enactment, Article V, which is entitled "Method of promotion of employees."

The enactment, paragraphs (d) and (e) of section 6, quoted, divided the teachers of the junior high schools into two classes according to their qualifications, viz, those "possessing the eligibility requirements of teachers of elementary schools," and those "possessing the eligibility requirements of teachers of senior high schools." In paragraph (d) the eligibility requirements of the first class were described or referred to parenthetically as "classes 3, 4, and 5 under the act of June 20, 1906, as amended," and in paragraph (e) the eligibility requirements of the second class were described or referred to parenthetically as "class 6, Group A, under the act of June 20, 1906, as amended." This division into the two classes of teachers having requirements of elementary or senior high schools did not require or impose a condition that the teachers should have been in such classes on or prior to June 30, 1924, to entitle them to assignment to the classes named, but had relation principally to requirements as teachers; i. e., elementary or senior high schools, respectively.

If the teachers referred to in this submission were teachers in junior high schools as classes 3, 4, and 5 under the act of 1906, but actually possessed on



June 30, 1924, the eligibility requirements of teachers of senior high schools under class 6, Group A, of the act of 1906, they were entitled to assignment on July 1, 1924, to class 2, Group C, even though they were not then actually in class 6, Group A, under the act of 1906, and had not taken a competitive examination for appointment thereto.

The question submitted is answered accordingly.

Respectfully,

J. R. McOARL,  
*Comptroller General of the United States.*

## 2. DECISION REAFFIRMED BY COMPTROLLER GENERAL JUNE 14, 1926

WASHINGTON, June 14, 1926.

THE PRESIDENT, BOARD OF COMMISSIONERS, DISTRICT OF COLUMBIA.

SIR: Consideration has been given to your letter of May 7, 1926, requesting reconsideration of decision of March 5, 1926, with respect to the allocation of certain junior high-school teachers, District of Columbia, to the proper salary classes as prescribed by the act of June 4, 1924 (43 Stat. 367).

The question of which decision was previously requested was stated in your letter of December 30, 1925, as follows:

"Should the teachers in the junior high schools of the District of Columbia placed in classes 3, 4, and 5, prior to the passage of the act of June 4, 1924, who possessed the eligibility requirements of teachers in the elementary schools and who, in addition, had met the higher eligibility established by the Board of Education for teachers in the junior high schools, be placed in class 2C as provided in section 6 of paragraph E of the act of June 4, 1924, or should they remain as classified by the superintendent of schools?"

The answer in the decision was as follows:

"If the teachers referred to in this submission were teachers in junior high schools as classes 3, 4, and 5 under the act of 1906, but actually possessed on June 30, 1924, the eligibility requirements of teachers of senior high schools under class 6, Group A, of the act of 1906, they were entitled to assignment on July 1, 1924, to class 2, Group C, even though they were not then actually in class 6, Group A, under the act of 1906, and had not taken a competitive examination for appointment thereto."

The request for reconsideration states as follows:

"The question at issue in this case is whether or not the petitioning teachers have met the higher eligibility requirements necessary for appointment as teachers in the senior high schools. The aforementioned decision does not positively assert that in the judgment of the Comptroller General the aforementioned teachers did possess the eligibility requirements of teachers of senior high schools.

"The answer to the above question is important, not merely from the standpoint of this limited number of teachers but from the standpoint of its effect on teachers now employed, or who may hereafter be employed in the schools of the District of Columbia.

"If the decision is limited or can be limited to the group of persons already employed in our schools, the decision is of limited importance. If, however, the decision may be construed as meaning that any teacher in our elementary schools on a class 1A salary, or any teacher in our junior high schools on a class 2A salary who, during her teaching, pursues courses leading to a degree, or in other manner similar to the manner in which the petitioning teachers have qualified for higher positions, are to be considered eligible to promotion to higher salary classes, and said promotion is to be made without examination conducted by the board of examiners, or without any administrative action on the part of the superintendent of schools and the Board of Education, then this decision of the Comptroller General, now under consideration, becomes of overwhelming importance. It is because of this possible effect of the decision that further evidence is submitted by the auditor of the District of Columbia, in accordance with an informal conference with the solicitor of the Comptroller General's office."

It is further contended that the teachers did not possess the eligibility requirements of teachers in senior high schools for the reason, first, that they have never presented their credentials to the board of examiners, to have determined the question of their eligibility for appointment in the senior high schools; second, that they had not passed the examination prescribed by the board of examiners as required by the act of June 20, 1906 (34 Stat. 318); and, third, that under the provisions of the rules of the Board of Education



they can not be appointed to such a position except as their respective names stand No. 1 on a rated list for such appointment. There are quoted three paragraphs from the act of June 20, 1906, having to do with the "appointment, promotion, transfer, or dismissal" of public-school officers and teachers, citing also a court decision relative to the right of a teacher to appointment after having taken the required examination and having been placed at the head of the rated list. Three general questions are stated believed as involved in the application of the decision of this office.

There is nothing to justify the assumption that the decision of March 5, 1926, is, or was intended to be, applicable to promotions, transfers, or appointments. It dealt only with allocations as of July 1, 1924. There was but one question before this office for decision—whether teachers who on June 30, 1924, were in junior high schools holding teaching positions in classes 3, 4, and 5 as fixed by the act of June 20, 1906, and possessing eligibility requirements of teachers of senior high schools, could be allocated to class 2C as provided by section 6, paragraph E, of the act of June 4, 1924 (43 Stat. 372). There was not involved the question of appointment, promotion, transfer, or dismissal of such teachers or of teachers and officers generally. It was exclusively a matter of allocation of teachers holding existing positions, having a certain status and possessing certain qualifications on June 30, 1924, to the proper class as fixed by the act of June 4, 1924, effective July 1, 1924. And no other question was considered or decided in the decision. Note particularly the paragraph on page 4 of the decision which reads:

"Section 6 comes under Article IV of the enactment, which Article IV is entitled 'Method of assignment of employees to salaries,' and it is to be observed the question does not involve promotions—which seems to have influenced somewhat the view of the school authorities in their interpretation—but that matters of promotion are a separate article in the enactment, Article V, which is entitled 'Method of promotion of employees.'"

The file previously before this office, including an opinion of the corporation counsel of the District of Columbia, then submitted, showed that the teachers did possess the eligibility requirements for teachers of senior high schools. It is believed the term "eligibility requirements" within the meaning of section 6, paragraph E, of the act of June 4, 1924, refers more particularly to the prescribed scholastic attainments and teaching experience. These matters were susceptible of determination for purposes of allocating teachers in existing positions to the new salary classes irrespective of the fact that the teachers had not taken a competitive examination. Following to its logical conclusion, what is now urged in the request for reconsideration on the basis that only those teachers who had taken a competitive examination and were placed on a rated list for teaching in senior high schools possessed the "eligibility requirements" within the meaning of section 6, paragraph E, of the statute, there would have been only one teacher on June 30, 1924, who would have had the "eligibility requirements." That one would have been the teacher in the junior high schools who had taken the competitive examination for a senior high-school teacher and stood at the head of the rated list. I can not agree that such was the intent or purpose of the enactment.

The decision of March 5, 1926, must be and is affirmed.

Respectfully,

J. R. McCALL,  
*Comptroller General of the United States.*

### 3. FURTHER INTERPRETATION BY COMPTROLLER GENERAL, FEBRUARY 14, 1927

WASHINGTON, February 14, 1927.

THE PRESIDENT BOARD OF COMMISSIONERS  
OF THE DISTRICT OF COLUMBIA,  
Washington, D. C.

SIR: There has been received your letter of February 7, 1927, relative to the application of the decisions of this office of March 5, 1926 (5 Comp. Gen. 692), and June 14, 1926 (5 Id. 977), in the allocation of junior high-school teachers under the provisions of the act of June 4, 1924 (43 Stat. 367).

You have stated that the application of said decisions as of July 1, 1924, will in some cases require immediate and also ultimate increases and decreases in the salary rates of the teachers, necessitating in some cases immediate refunds to the Government. Accompanying your submission is a schedule of amounts of immediate and ultimate increases and decreases in the salary rate of the 36 junior high-school teachers involved.



The cited decisions of this office held that if junior high-school teachers in classes 3, 4, and 5, under the act of 1906, actually possessed, on June 30, 1924, the eligibility requirements of the teachers of senior high schools under class 6, Group A, of the act of 1906, they were entitled to allocation on July 1, 1924, to class 2, Group C, under the provisions of the act of June 4, 1924, *supra*, even though they were not then actually in class 6, Group A, under the act of 1906, and had not taken a competitive examination for appointment thereto. No other question was considered or decided in said decisions. Such placement as of July 1, 1924, of the teachers with the eligibility requirements stipulated was a matter of statutory direction, with no discretion whatever in a board of education or otherwise.

In view of the saving clause against reduction in the salary of teachers appearing in section 4 of the act of June 4, 1924, *supra*, the proper placement of such teachers in class 2, Group C, as of July 1, 1924, in accordance with the decisions hereinbefore cited, would not have caused any reductions in salary. And in view of the provisions of the statute for annual longevity increases in salary, the basis for the computations submitted so as to result in an immediate or ultimate decrease in salary of some of the teachers is not apparent. The facts on the basis of which the computations submitted show immediate and ultimate increases and decreases in the salary rates of teachers by an application of the decision of this office have not been disclosed. But if the computations are correct, whether as a result of the application of the decision of this office or to correct other erroneous applications of the basic statute originally made in allocating teachers' positions or in fixing initial salary rates, the salary rates would now appear to be for adjustment for pay periods beginning hereafter. The situation does not present any necessity to adjust salary rates retroactively effective. That which has been done heretofore under the administrative view of the statute need not now be disturbed. (4 Comp. Dec. 478; 14 *id.* 116; 6 Comp. Gen. 89, 92.)

Respectfully,

J. R. McCART,  
*Comptroller General of the United States.*

#### 4. INSTRUCTIONS FROM THE AUDITOR, FEBRUARY 17, 1927

WASHINGTON, February 17, 1927.

Dr. F. W. BALLOU,  
*Superintendent of Public Schools,*  
*Washington, D. C.*

MY DEAR DOCTOR BALLOU: I am forwarding herewith a copy of a decision rendered by the Comptroller General of the United States to the commissioners, dated February 14, 1927, with reference to the application of the decision of that office of March 5, 1926 (5 Comp. Gen. 602), and June 14, 1926 (5 Comp. Gen. 977), in the matter of the allocation of certain junior high-school teachers under the provisions of the act of June 4, 1924.

You will note that the Comptroller General concludes his decision with a statement to the effect that "the salary rates would now appear to be for adjustment to pay periods beginning hereafter," and that "the situation does not present any necessity to adjust salary rates retroactively effective." In other words, the Comptroller General's conclusion is that that which has been done heretofore under our administrative view of the law need not now be disturbed.

I am suggesting that if practicable, the salary adjustments brought about through the application of the Comptroller General's decisions be made effective beginning with February 1, 1927, and I do not believe there would be justification for carrying out the thought expressed by Mr. Kramer, with which I will admit I agreed at the time, that the adjustment should carry over to the period beginning with March 1, 1927.

Of course, under the decision of the Comptroller General transmitted herewith, there will be no reimbursement by the teachers where overpayments would occur as the result of the application of the Comptroller General's decision. But in the other cases, where teachers have been underpaid and will be entitled to increased salaries beyond those heretofore certified, there is the chance that such teachers may desire to file separate claims with the auditor covering the additional amounts to which they would respectively be entitled for the period beginning with July 1, 1924. The auditor will entertain such claims.

Very truly yours,

D. J. DONOVAN,  
*Auditor of the District of Columbia.*



5. SUPERINTENDENT OF SCHOOLS AND SPECIAL COMMITTEE OF BOARD OF EDUCATION  
RECOMMEND RESCINDMENT OF PASSAGE OF ALL PREVIOUS ORDERS ON THE  
MATTER, MARCH 2, 1927

In order to comply with the decision of the Comptroller General dated March 5, 1926, as subsequently modified and interpreted by the Comptroller General, the superintendent recommends the adoption by the Board of Education of the following order:

"Rescind all orders of the Board of Education issued on June 24, 1926, as amended by orders issued on September 15, 1926, and February 16, 1927, affecting teachers placed in 2A salary class on July 1, 1924, and involved in the decision of the Comptroller General dated March 5, 1926, and subsequent modifications and interpretations thereof.

"Respectfully submitted,

"S. E. KRAMER,  
"Acting Superintendent of Schools.

"Approved:

"CHARLES F. CARUSI,

"HENRY GILLIGAN,

"Special Committee."

6. SUPERINTENDENT OF SCHOOLS AND SPECIAL COMMITTEE OF BOARD OF EDUCATION  
RECOMMEND, AND BOARD APPROVES, ADOPTION OF A PROCEDURE MARCH 2, 1927

*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: In order to comply with the decision of the Comptroller General dated March 5, 1926, as subsequently modified and interpreted by the Comptroller General, the superintendent recommends the adoption by the Board of Education of the following order:

1. That the Board of Education rescind its former action taken on July 1, 1924, assigning the following teachers to salary class 2A: Mr. A. S. Rucker, Miss Norma E. Boyd, Mrs. J. T. Maloney, Miss M. V. Ruby, Miss Muriel A. Milton, Mrs. G. S. Johnson.

2. That the following teachers are hereby assigned to salary class 2C to take effect on and after July 1, 1924, at the salaries hereinafter stated, to take effect on and after February 1, 1927: Mr. A. S. Rucker, \$2,200 per annum; Miss Norma E. Boyd, \$2,100 per annum; Mrs. J. T. Maloney, \$2,400 per annum; Miss M. V. Ruby, \$2,400 per annum; Miss Muriel A. Milton, \$2,000 per annum; Mrs. G. S. Johnson, \$2,100 per annum.

3. That the superintendent of schools is hereby directed to make available to all teachers employed in the junior high schools copies of the decisions of the Comptroller General dated March 5, 1926, with all subsequent modifications and interpretations thereof by the Comptroller General.

4. That the superintendent of schools is hereby directed to notify all teachers employed in the junior high schools that the Board of Education will take the necessary steps to grant any teacher the benefits of the decision of the Comptroller General under the following conditions:

(a) That the teacher file written application with the superintendent of schools on or before May 1, 1927.

(b) That the teacher present evidence that she was a teacher in a junior high school in the District of Columbia on June 30, 1924, and on that date possessed the eligibility requirements of teachers of senior high schools under class 6, Group A, of the act of 1906, as defined in the decision of the Comptroller General dated March 5, 1926.

(c) That the teacher shall agree in writing to accept the salary adjustments made necessary by her assignment to class 2C, said adjustments to be effective on and after February 1, 1927.

5. That the superintendent of schools is directed to advise all teachers employed in the junior high schools that while the adjustments of their salaries under the decision of the Comptroller General are made effective on and after February 1, 1927, nothing in these adjustments shall be construed to prevent any teacher from filing claim for an adjustment of her salary for the period prior to February 1, 1927, and that the superintendent of schools will transmit any such claim filed with him to the auditor of the District of Columbia.

Respectfully submitted.

S. E. KRAMER,  
Acting Superintendent of Schools.

Approved:

CHARLES F. CARUSI,

HENRY GILLIGAN,

Special Committee.

## SECTION VI. WHAT SCHOOL OFFICIALS ARE SAYING AND DOING

Each officer in the school system annually submits a report covering some of the major activities in his or her department. Because of the number and scope of those reports, it is impracticable to print them in the superintendent's annual report to the Board of Education. These reports contain valuable information concerning the activities of the school system and are made use of by the superintendent and other officials from time to time.

In preceding years the superintendent has selected certain annual reports for publication as a part of his report. This year a different procedure is being followed.

In this section of the annual report, the superintendent has incorporated quotations from the annual reports of most of the school officials. In making the selections the superintendent has been desirous of providing the public with worth-while information concerning the educational activities of the school system. Other portions of the annual reports of officers might have served the purpose as well as the selections which have been made.

### DIRECTORS OF SPECIAL SUBJECTS AND DEPARTMENTS

#### DRAWING

The course of study that is being organized for elementary and junior and senior high schools is built upon the following objectives: To develop in all children the ability to recognize art quality wherever found, to develop the desire for art quality in their personal possessions, their homes, and community, to develop discriminating judgment in the selection of material things of life, and to develop the ability to express creatively through the application of art principles.—*Ethel Bray*, director, Divisions I-X.

The art program is developed through a stimulation of self-expression in illustration and design with the use of clay, wood, paint, paper, and other art media. The child thinks and reasons through his plan and execution in so far as his past experiences and creative power will permit. As the need and desire for help arise guidance in the use of art media and the principles of design is given.—*Rosa L. Nixon*, director, Divisions X-XIII.

#### DOMESTIC ART AND DOMESTIC SCIENCE

It is not possible to make all the visits that should be made; it is necessary to decide where and when the director can most effectively be of service and go to those places regardless of the urge sometimes to go where she needs only to visit and observe. A number of visits have been made to various schools, which have not been to teachers; other matters of business make such calls necessary. The routine clerical work, securing and writing specifications, requisitions, giving examination, etc., has been part of the director's duties.—*Ida F. O'Neal*, director, Divisions I-IX.

The work given to the special classes and the sixth grade is commonly called "housekeeping," while that given to the seventh, eighth, and ninth grades is spoken of as "cooking," although in each the underlying principles for the selection and purchase of materials; the science basis for workmanship; and the fundamental principles of nutrition are taught.—*Emma S. Jacobs*, director, Divisions I-IX.

#### HOUSEHOLD ARTS

The outstanding feature of the departments of domestic science and domestic art during the past school year was the organization of a department of household arts. Due to the resignation of the director of domestic art, the two departments were combined and put under the supervision of the director of domestic science who was designated as director of household arts. By this, the public schools of Washington have taken a step toward the progressive opinions of the leaders in the field of home economics.—*Julia W. Shaw*, director, Divisions X-XIII.



## KINDERGARTENS

The number of kindergartens is steadily increasing, however, so that at present there are very few neighborhoods where children are unable to begin their school life in a kindergarten.

A new and different type of study class was organized in the second semester in cooperation with the District of Columbia Parent-Teacher Association. This was a preparatory class for leaders in parental education and was composed of mothers from different local centers and a large group of kindergarten teachers. The topics for study and discussion were selected by Dr. Lois Meek, Mrs. Lady, of the Parent-Teacher Association, and the director of kindergartens. The class met at the Public Library every two weeks.—*Catharine R. Watkins*, director, Divisions I-IX.

Our aim is to afford opportunity for the development, practice, and appreciation of those traits which society so sorely needs for its general welfare.—*Imogene Wormley*, director, Divisions X-XIII.

## MANUAL TRAINING

There are several factors which affect the success of the shopwork, but, as in other subjects, the really essential one is the teacher. There is a definite content to be drawn upon for units of instruction, beginning with fundamentals and progressing as far as time permits. These units may be embodied in a variety of projects. The function of a course of study is to indicate which units are important and to suggest projects by which they may be taught in proper sequence and by accepted methods.—*John A. Chamberlain*, director, Divisions I-IX.

The aim of the industrial arts as presented in the elementary shops is to give opportunity for motor activity and contact and experience with tools and materials related to real life activities. In the junior high schools, the aim is to offer opportunity for exploration to discover through a variety of courses and materials the interests and aptitudes of pupils. The vocational school aims for definite vocational preparation.—*Oliver W. McDonald*, director, Divisions X-XIII.

## MUSIC

Much work has been done on courses of study during the past two years. The junior high, the junior high appreciation, the senior high, and the senior high appreciation are now practically complete, ready for submission to the respective music corps and school principals.—*Edwin N. C. Barnes*, director, Divisions I-IX.

The aims of music instruction in our schools proceed from the point of view that music is at once an art subject and a universal language of the emotions. Our big, primary aim, therefore, is to furnish a wholesome atmosphere and a musical background, to inculcate that appreciation which will result in fine discrimination, and a refined emotional response to the best music.—*Alfred H. Johnson*, director, Divisions X-XIII.

## PHYSICAL TRAINING

The special aim of the year's work has been to educate the daily classroom teacher concerning the aims and purposes of physical education, presenting the broad view of its social and ethical value as well as the physical.—*Rebecca Stoneroad*, director, Divisions I-IX.

From the following varied activities sponsored by the physical education department: Milk service, weighing and measuring, diphtheria immunization, field days, preschool examinations, athletic badge tests, nutrition clinics, and health graduation. I have selected the subsequent ones with the hope that you will have an idea of the breadth of our work and of some of the needs that are evident.—*Anita J. Turner*, director, Divisions X-XII.

## PRIMARY INSTRUCTION

The outstanding results of the year's program show a broader teacher knowledge, an improvement in the technique of teaching, a wider viewpoint, the

development of a greater teaching responsibility and cooperation, a more effective purposing and planning, a keener realization that the child is the center of the educative process together with a greater desire for self-improvement.—*Willa C. Mayer*, director, Divisions X-XIII.

#### ELEMENTARY SCIENCE AND NATURE STUDY

The most important work of the year has been the planning of our work in accordance with the new course of study. In order that the course of study might be put into effect it was necessary to have certain science materials. We are indebted to the superintendent and his assistants for the procuring of these supplies. The children participated with enthusiasm in these lessons, for they reported making 660 telegraph sets, 677 tin-can telephones, 836 electromagnets, 97 radios, 592 wind-pressure toys, 157 water-pressure toys, and the repairing of 250 door bells.—*Esther W. Scott*, teacher in charge, Division I-IX.

#### SCHOOL GARDENS

It is indeed gratifying to report that 730 home gardens are now being operated by pupils who received instruction in the school gardens last spring. The garden teachers are following a definite program of visits to these home gardens during the summer.—*Percy J. Rayford*, director, Divisions X-XIII.

#### COMMUNITY CENTERS

The work of the community center department touches many phases of the city's life. The past year has shown a growth in activities and in the community service rendered by the department. This development has been possible because of the devoted service of the community secretaries and the cooperation given by citizens and civic organizations.—*Stacy Baker*, director.

#### SCHOOL ATTENDANCE

From September 21, 1926, through June 22, 1927, there were reported to this office for special investigation a total of 28,609 cases of absence, as compared with 20,078 the year preceding. Attention is called to the fact that these 28,609 cases do not refer to those which were reported under the legal provisions requiring the reporting of absences under specified conditions. The 28,609 cases constituted special requests from the public, parochial, and private schools, social agencies, and citizens for service from the attendance officers in the investigation and adjustment of attendance difficulties. There was an increase of 42.4 per cent in the volume of work reported for special investigation as compared with an increase of 1.95 per cent in the public school enrollment in 1926-27 over that of 1925-26.—*Fay L. Bentley*, director.

#### VISUAL INSTRUCTION

The program of motion-picture lessons has been carried on along the same lines as in preceding years. We have benefited again from the public-spirited generosity of Mr. Harry Crandall in giving the use of his theaters for our lessons. Two additional theaters were offered this year, the Colony and the Chevy Chase. As the E. V. Brown School preferred to continue use of its auditorium, the latter theater has not been used by the schools.

Two hundred and forty-six film lessons have been divided between the three members of the corps.—*J. Elizabeth Dyer*, teacher in charge, Divisions I-IX.

Six theaters were in use for the motion-picture lessons, namely, Rosalla, Broadway, Dunbar, Lincoln, Blue Mouse, and Favorite. One hundred and thirty-two lessons were given, with a total attendance of 34,652. Other lessons were given in classrooms. Slides, pictures, models, and motion pictures were included in the material used and distributed to schools for teachers' use. There was a turn over of 8,595 slides. Elementary, junior high, high, and normal schools were served.—*Rebecca J. Gray*, teacher in charge, Divisions X-XIII.

#### HEADS OF DEPARTMENTS IN HIGH SCHOOLS

##### BUSINESS PRACTICE

The greatest need of improvement in the commercial work of the high schools is in the practice of granting a certificate at the conclusion of two years' work.



The practice was started about 40 years ago when the full academic course in the high schools was three years. The three-year graduation course has very properly been increased by one year, but the two-year certificate course remains. The best term for a commercial high-school course is four years, which exists in all of our schools. The next best procedure is to require three satisfactory years of intensive specialized training in commercial subjects for a certificate.—*Arcturus L. Howard*, Divisions I-IX.

#### BIOLOGY, CHEMISTRY, AND PHYSICS

The courses in biology and in chemistry in the several high schools have followed practically the same lines as heretofore and, with the same teaching staff, have been, in the main, satisfactorily taught. The classes in both subjects have continued to grow and in each of the academic high schools there has been an increase in the number of pupils electing a second year of the subject. The latter is all the more interesting when one realizes that the college entrance board allows no credit for a second year in a science.—*William P. Hall*, biology and chemistry, Divisions I-IX.

The number in the various classes remains about the same. The Eastern High School is the only school in which physics is offered for two years. The students are well pleased with the opportunity.—*William A. Hedrick*, physics, Divisions I-IX.

Regularly monthly meetings of all the science teachers in senior and junior high schools, Divisions X-XIII, were held on the third Monday of each month at 3.15 p. m. Discussions at the meetings were given a definite aim, covered a wide range of topics, and had for their purpose broadening the viewpoint of all the teachers in their work.—*Nelson E. Weatherless*, Divisions I-XIII.

#### ENGLISH

I feel that the work in the English department in the junior and senior high schools is in better shape than ever before. Owing to the very detailed and intimate supervision which it has been possible for me to give the 135 teachers in my department, much progress has been made and the teachers have rendered notably efficient service. Special mention should be made of the improvement made in oral English in all regular classes of both junior and senior high schools and of the very remarkable results that have been achieved in our special oral English classes in the senior high schools. Out-of-town visitors to these classes have expressed great enthusiasm for the work observed.—*Sarah E. Simons*, Divisions I-IX.

In order to improve the language skills of the students, the head of the department has submitted to Assistant Superintendent Wilkinson the following plan for 1927-28: I. An analysis of the results of the tests. II. A program of general remedial features. III. A standardized diagnostic test administered at the beginning of the second semester, provided arrangements are made for returning results and papers to the teachers of English in time to allow the execution of a remedial program. IV. A program of specific remedial features adapted to the individual needs of the students. V. A final test late in May, 1928.—*Otelia Cromicell*, Divisions X-XIII.

#### HISTORY

Each teacher in the department is visited at least once each semester. Some teachers are visited more often. Conferences with teachers are held whenever I think they will be valuable, immediately after the visit. On some occasions I have taken classes for the purpose of demonstrating to teachers how a particular topic should be taught.—*George J. Jones*, Divisions I-IX.

Classroom visiting, conferences following visits, and meetings have been parts of the program of supervision. A departure this year was the inauguration of a series of demonstration lessons given by the head of the department. Ten such lessons were given.—*Otelia Cromicell*, Divisions X-XIII.

#### LATIN AND MODERN LANGUAGES

Much thought has been given, too, to the course of study, in view of the suggestions of the classical investigation committee. The general trend of the suggestions has our cordial approval—the trend, that is, away from the excessive

study of formal grammar toward a very large increase in reading—but in regard to some of the details we are suspending judgment. Two conspicuous features of the reform movement are the revival of the inductive method for first-year teaching, and the postponement of Caesar to the fourth semester.—*Mabel C. Hawes*, Divisions I-IX.

Although the number of schools is increasing, it is still possible for the head of the department of modern languages to visit classes of the excellent teachers three times a semester and classes of new or weak teachers six times.

As 90 per cent of our children taking modern languages only take a two-year course, we are intensifying our course so that they will learn to understand spoken French, to read and write French and, as much as it is possible, to speak French.—*Rene Samson*, Divisions I-IX.

Having taught Latin for 14 years, this office aimed first to master the courses of study particularly in the modern languages for senior high schools and the foreign languages taught in the junior high schools. To achieve this, first, we have studied our own courses of study, then those of New York, Boston, Chicago, Cleveland, Detroit, Philadelphia, and Los Angeles. Because of this study we are working out in detail through committees of teachers aims, methods, maxima and minima for such language. This will mean a complete course of eight semesters for Latin, French, German, and Spanish. Two years will probably be required to finish these courses of study, which are being worked out by the teachers of these languages meeting in small groups with the head of the department.—*Clyde C. McDuffie*, Divisions X-XII.

#### MATHEMATICS

In the junior high schools we have been trying out and testing the course of study recommended and authorized in September, 1926. This course of study has had the approval of the principals, and at a final meeting on June 7 of the junior high-school teachers of mathematics there was strong and unanimous approval of the course, and at the same time such observations and constructive criticisms as will enable us more effectively and efficiently to teach from the course another year.—*William J. Wallis*, Divisions I-IX.

The head of the department of mathematics, Divisions X-XIII, believes in the maintenance of scholastic standards and teaching efficiency in the work of the department, and considers the opportunity of visiting classes one of the best means of discovering the character of instruction, and actual achievements of teacher and pupil. To this end, 144 visits were made by the head of the department, to classrooms; 3 to 6 visits, usually a class period in length, to each teacher.—*Ethel C. Harris*, Divisions X-XIII.

#### PHYSICAL TRAINING

The manner in which the course of study was handled was most commendable, and I was especially pleased with the effort and enthusiasm my teachers in the junior high schools displayed in putting over their work. The annual drill and track meet in the junior schools at the close of the year gave evidence of much effort by those in charge of this work.—*G. Harris White*, Divisions I-IX.

Principals of buildings are beginning to appreciate the objectives of physical education. Many of the educational courses pursued lay stress upon these objectives in the general scheme of worthy citizen making. This is resulting in willingness to cooperate with the teachers of physical training in putting across their programs. There is less of the feeling that minor subject means of minor importance on the part of pupils and teachers of academic subjects. Field days and health weeks have increased respect for physical education.—*Edwin B. Henderson*, Divisions X-XIII.

#### APPLIED SCIENCE

The auto-mechanics course was seriously handicapped for a greater portion of the year due to the prohibition of gasoline in the shop. All cars had to be drained of gas, pushed into the shop, repaired, pushed out, filled with gasoline, and then started and adjusted. With the ceiling made fireproof and gas allowed in the shop we were able to reorganize the work, and considerable improvement was noted.



We have inaugurated in the school a standardized system of keeping attendance records and expect to start a uniform system of rating and recording the work done in the shops in the form of a progress chart.—*Roscoe I. Vaughn*, Divisions X-XIII.

### PRINCIPALS OF JUNIOR HIGH SCHOOLS

#### DIVISIONS I-IX

*Columbia Junior High.*—During the year 1926-27 we have made a special effort at Columbia Junior High School to provide for the individual differences of the children in their ability to grasp the subject matter of certain courses, particularly those in English and mathematics. Standard tests were given the children to determine their present grade status in these subjects, and the work was modified to some extent to suit these varying problems.—*Alice Deal*, principal.

*Hine Junior High.*—For the second year we have operated quite successfully restoratory classes regularly once a week. A survey of the result of this work indicates as near as we can tabulate that as many as 100 pupils were prevented from failure in one or more subjects as a direct result of this restoratory work.—*Harold E. Warner*, principal.

*Jefferson Junior High.*—According to available information, the enrollment for next school year will be approximately 675 pupils. To provide for this apparent increase in the student body, and at the same time to release one academic and one shop teacher for service elsewhere in the city, I have arranged an increase in the size of classes for recitation purposes, so that each academic teacher will have considerably more than the 750 student-hour minimum, and each shop teacher will have the approximate 600-hour requirement without increasing the number of recitation periods.—*Ralph W. Strauchbridge*, principal.

*Langley Junior High.*—During the past school year, the Langley Junior High School undertook to carry on certain educational activities outside of the regular curriculum. These activities embraced courses in ethical, educational, and vocational guidance and a course in silent reading for backward pupils.—*Henry W. Draper*, principal.

*Macfarland Junior High.*—The most important features in the physical growth of Macfarland Junior High School during the past school year have been the opening of the Brightwood Junior High School annex and the new classroom wing.

The opening of the new Brightwood elementary school in September released the old Brightwood building, and in response to repeated requests for junior high-school facilities in the territory north of that now served by Macfarland it was decided to organize classes in the old building along junior high-school lines, and annex the unit, for purposes of general administration, to this building.—*Howard P. Safford*, principal.

*Powell Junior High.*—We have attempted to reduce the number of failures in four ways. The subject teacher has tried through a coaching hour and through personal conference to prevent failure; the section teacher has tried to create a class morale that will not tolerate failures; the principal has interviewed all pupils failing, first, in section groups, and then as individuals, to discover the cause of failures. These conferences have been made the subject of conference in faculty meeting and with individual parents. I attach reports showing the percentage of failure by subject and by grade for each semester.—*Bertie Backus*, principal.

*Stuart Junior High.*—The Stuart Junior High School was founded February 1, 1927.

“On Tuesday, May 24, 1927, the three units were finally moved into the new building. The pupils marched from the three graded schools in rank and file, and arrived at the new building at 10.30. Appropriate farewell exercises had been held in the three school buildings before leaving. Upon arrival at the Stuart Building the pupils lined up on E Street in front of the school, then gave the salute to the United States flag, sang the Star-Spangled Banner, and marched into the auditorium.—*Claus J. Schwartz*, principal.

#### DIVISIONS X-XIII

*Francis Junior High.*—The Francis Junior High School was organized February 1, 1927, classes being held in the Stevens and the Sumner-Magruder

graded-school buildings. On March 1, 1927, activities were transferred to the new building, the John R. Francis Junior High School, located at Twenty-fourth and N Streets NW.—*Robert N. Mattingly*, principal.

*Randall Junior High.*—The year 1926-27 stands out as a year of distinctive achievement and progress in the history of the Randall Junior High School. Marked improvement in its physical condition, its administrative efficiency, its educational accomplishments, and social service were happily experienced not only by the students and faculty but by the community as a whole.—*G. Smith Wormley*, principal.

*Shaw Junior High.*—This report presents three phases of the year's work at Shaw Junior High School, namely: I. Improvement of instruction. II. Research and guidance. III. Problem pupil adjustment.—*Mincola Kirkland*, principal.

## PRINCIPALS OF SENIOR HIGH SCHOOLS

### DIVISIONS I-IX

*Business High School.*—Each teacher of the school was asked to comment briefly upon some subject of present interest—especially with respect to innovations and improvements. I have edited these paragraphs, excluding duplications, and submit them as a report for the year ending June, 1927.

• • • • •  
Last fall dancing in the gymnasium during the lunch hour was inaugurated under the auspices of the council.

The dancing was supervised by teachers. It furnished healthful recreation for the students and also provided an excellent medium for bringing them together socially under approved conditions.

Music was furnished by a student orchestra under the leadership of Henry Goldstein. The price of admission, 5 cents, was not exorbitant for the pupil, but added materially to the treasury of the council.

When the dancing was inaugurated, there were misgivings and doubts of its success on the part of many teachers, but through the zeal of Miss Clary and those assisting her, this has proved to be a very successful innovation and should be continued next year.—*Allan Davis*, principal.

*Central High School.*—It has been found possible to arrange the program of classes for next semester so as to dismiss all afternoon session pupils by the end of the eighth period (about 3.30 p. m.), instead of the ninth period, as was the case last year, or the tenth period two years ago. Also, all afternoon session pupils will be required to report at the beginning of the second school period instead of the first recitation period on their program, as has been the practice heretofore. This minimizing of staggered hours will help very decidedly in the general management of the student body.—*Alvin W. Miller*, principal.

*Eastern High School.*—Motion pictures have helped materially to solve the problem of what to do with the pupils during the latter half of the two lunch periods. The pupils find entertainment and instruction in the assembly hall, where, on at least three days a week, motion pictures are shown.—*Charles Hart*, principal.

*McKinley Technical High School.*—The topic uppermost in the minds of everyone in Technical High School is naturally the new building. This matter has taken almost the entire time of the principal and much of the teachers' time. When the building is completed we expect it to be one of the outstanding high schools of the United States, for school authorities and the municipal architect have spared no means within their power to make it so.—*Frank C. Daniel*, principal.

*Western High School.*—I recommend, therefore, that the following program be considered in making plans for the opening of the next school year:

First. All pupils admitted by the board of admissions shall present their admission cards and all credentials to the school assigned not later than Friday noon before the opening day.

Second. Applications for transfer shall be made to the principal not later than Wednesday noon before the opening day.

Third. Make-up examinations shall be given on the Friday before the opening day.—*Elmer S. Newton*, principal.



## DIVISIONS X-XIII

*Armstrong Technical High School.*—This school year has been one of professional endeavor and prophetic achievement. As the second semester of the previous school year marked the beginning of the present administration of the Armstrong Technical High School, at a time when attention and effort were necessarily concentrated on a serious situation that savored of chaos, the school year just closing has given the present administration its initial opportunity to function professionally.—*G. David Houston*, principal.

*Dunbar High School.*—We are especially concerned at Dunbar with the economic loss due to retardation and maladjustment. Certain studies were made by various groups of teachers looking toward improvement in this direction. We should be happy if it were possible to have greater facilities for educational and vocational guidance.—*Walter L. Smith*, principal.

## PRINCIPALS OF NORMAL SCHOOLS

## DIVISIONS X-XIII

*Miner Normal School.*—The school year ended June 30, 1927, has been marked by an earnest endeavor on the part of the officers and teachers to cooperate fully with the new principal in his effort to maintain the efficient and high standard of classroom instruction established by his predecessor, Mr. Eugene A. Clark, now assistant superintendent. Also, there has been exhibited on the part of the students a fine spirit of helpfulness in all matters pertaining to the successful operation of the work of the school.—*James A. Turner*, principal.

## SUPERVISING PRINCIPALS OF ELEMENTARY SCHOOLS

## DIVISIONS I-IX

*Progress of the six-three-three plan of organization.*—The transfer of these 21 sections throughout the year leaves the total number of seventh and eighth grade pupils who retain the elementary-school status at 4,176 and brings the total enrollment of seventh and eighth grades in the junior high schools up to 3,578.—*Henry W. Draper*, first division.

*New forms.*—The early inspection of insanitary and worn-out textbooks, the printed requisition forms, with quotas given, have greatly facilitated prompt and efficient closing of the year and preparation for the coming year. With books and supplies delivered several weeks before the opening of school, all will be in readiness for the pupils. The new forms for request for repairs, providing one to be retained by the principal, is most satisfactory.—*Janet McWilliam*, second, fourth, and eighth divisions.

*New schools.*—On the opening of schools in September, 1926, four new elementary-school buildings and one eight-room addition to another were occupied for the first time.—*Ephraim G. Kimball*, third division.

*Visual education.*—The supervising principals note with interest and commendation the progressive development of the courses in visual education in our schools. Each year more buildings are reached with this modern means of instruction. We are glad that this department received an apportionment of funds, but would like the amount assigned to be larger in order to take proper care of the films in charge of the department and for other incidental expenses.—*Selden M. Ely*, fifth division.

*Report of textbook committee.*—The duties of the committee on textbooks for the elementary schools have been less arduous this year than last year. The replacement of out-of-date geographies, histories, and spellers last year and the introduction of new reading material limited the work of the committee this year to adopting new books of series already in use, to recommending a new series of copy books, and to adding some desirable supplementary books to the lists.—*Adelaide Davis*, sixth division.

*Curriculum revision.*—The committee appointed to revise the courses of study in arithmetic, reading and literature, English, history, and geography for the elementary schools through the sixth grade devoted the brief time at its disposal before the close of school last year to consideration of the studies made by the National Education Association, the department of superintendence, and Columbia University, and to reading and discussion of the most recent publications on curriculum making. The revised courses of study of States and

large cities were collected and distributed to subcommittees for study and report.—*Adelaide Davis*, sixth division.

*Additional supervision.*—During the past year there has been given much needed help in supervision of grades 5 and 6. With this addition to the fine work of the other members of the staff of the assistant superintendent in charge of education in grades 1 to 6 there has been decided growth in the young teachers and marked changes toward a more progressive type of teaching in some of the more experienced ones.—*Elizabeth A. Hummer*, seventh division.

*Ungraded schools.*—Briefly it may be said that the regrading of pupils and the establishment of opportunity classes coupled with the activities of the attendance department have reduced considerably the number of discontented children.

*Night schools.*—May I ask that a conference of officers be held in September next to determine whether it is feasible to keep open 4 nights per week for 30 weeks and thus satisfy the college demand for 120 hours? The night high schools in operation were the Business, McKinley, Hine, and Jefferson.

*Vacation schools.*—About 70 per cent of those attempting summer work were successful in securing additional credits or in passing to a higher grade. A recent survey indicates that nearly all of these completed successfully the work of the subsequent semester. The results of this survey were extremely gratifying to those in charge of summer activities.—*Walter B. Patterson*, ninth division, special activities.

#### DIVISIONS X-XIII

The supervising principal is, on the one hand, the administrative officer of his or her division and, on the other hand, the educational leader of the group with which he or she is charged. Organization and management, together with a vast amount of routine matter, constitute the extramural duties, while the intramural concern is to improve the instruction and keep his principal and teachers in touch with the latest and best approved school practices by and through sympathetic, helpful cooperation.

The supervising principals, observing so much of the traditional mass teaching and inherited methods of instruction, centered upon "Individual instruction" as a worth-while topic of study and discussion for grades 5-8 from October to February, inclusive.

We shall continue our educational program of 1926-27, and, with the cooperation of the teaching and official force, trust that we may entirely eliminate timeworn practices in the classroom and bring about better understanding of educational procedure and policies on the part of the supervisory force.—*Emma F. G. Merritt*, Divisions X-XI; *John C. Bruce*, Division XIII.

The twelfth division embraces the special schools and activities of Divisions X-XIII, namely, atypical, ungraded, and open-window classes; health, night, and vacation schools; instruction of the deaf, dumb, blind, and speech defectives; visual instruction and playgrounds.

I wish to state at the beginning of this report that each teacher in the special department has pursued one or more courses in education, industrial arts, and occupational therapy during the school year. This highly professional attitude on the part of the teachers is encouraging and evinces their splendid spirit of cooperation, desire for self-improvement, and determination to motivate the special work according to the latest and most approved educational theories and practices.—*Leon L. Perry*, twelfth division, special activities.

#### CHIEF EXAMINERS OF BOARDS OF EXAMINERS

The regular meetings of the board of examiners occurred on Tuesday of each week throughout the year beginning at 3 p. m. In addition, there were meetings called to consider various matters of prime importance, including oral examinations. The total number of meetings held was 60, varying in length from two to seven hours, with short intermissions in the case of the longer meetings. The 60 meetings did not include the 12 days spent in actually holding the examination, on which days the board of examiners had to be present to conduct orals for out-of-town candidates and, together with Miss Monday, either to sit in the examination room or to attend to the details of the examinations.—*Harry English*, chief examiner, Divisions I-IX.



*Summary of examinations*

	Number taking	Number passed
1. Written.....	147	35
2. Credentials.....	42	30
3. Combination.....	61	36
4. Examination of credentials.....	2	2
5. Qualifying.....	22	22
Total.....	277	125

—Howard H. Long, chief examiner, Divisions X-XIII.

## ASSISTANT SUPERINTENDENTS OF SCHOOLS

## DIVISIONS I-IX

The school year 1926-27 has been productive of results fully justifying the superintendent's policy of centralizing the administration of the schools and of localizing supervision in the field. The direct result of this program of reorganization has been not only the more satisfactorily handling of the major activities of administration at headquarters, but the strengthening of the hands of field officers, principals, and teachers, thus making for marked improvement in the conditions, the methods, and the materials involved in classroom instruction. During the year officers have sought to bring about these desirable results by more effective supervision of work in the classroom, by a more homogeneous classification of pupils, and by the introduction of better books and equipment to meet the needs of teachers in their classroom activities.

One of the most striking results growing out of the superintendent's reorganization plan is the development of a more independent, responsible, and efficient elementary-school principal.

The principal is the recognized administrative and supervisory head of her school unit, and as such has within her hands largely the controlling factors that shape the present success and the future development of her school. The outcome of her administration depends largely upon her industry, her personality, her executive ability, her professional preparation, her inspirational leadership, her educational philosophy, and her vision. Fortunately for her the opportunities are as great as the responsibilities.

In 1920 there were only 14 buildings of 16 rooms or more having free, non-teaching principals. This number has increased steadily until last year there were 51 large school units having administrative principals. In 1920 there were 101 elementary-school buildings of eight rooms or less, each in charge of a teaching principal. Last year there were only 51 such buildings. This rapid development has had a most salutary effect upon the local situation in many of our elementary schools.

The research department is now making its large contribution of helpfulness to every administrative principal, bringing into the hands of the principals information scientifically obtained and made available to the principal as a guiding chart for the better grouping and the better instruction of all pupils.

Modern equipment and appropriate books and materials have had a part also in improving the program of instruction.

It may be safely said that never before has the work of the elementary schools been so effectively advanced by the coordination of the administrative activities at headquarters. It is a distinct pleasure to me to report so favorably on developments in the elementary schools during the past year.—Robert L. Haycock, in charge of elementary schools, Divisions I-IX.

When two years ago the positions of director of primary and director of intermediate instruction were merged into one, emphasis was placed on the unification of instruction of the whole elementary school field. During the past year the wisdom of this change of administrative policy has been shown in the attack that has been made by the entire unit on some of its problems. The new knowledge that has come into the field of child psychology and the change in conditions of living to-day demand new objectives and new technics in teaching; in this the elementary school has its clearly defined problems.

One of the most outstanding problems for us has been the use of the data furnished by the research department and the resulting classification of classes into X, Y, Z groupings. In recognizing that children can be taught more efficiently, less wastefully, where groups are more nearly homogeneous, the school faces the task of providing different standards and different objectives for each group.

Teaching accelerated groups is not a reward but a responsibility; teaching Z groups is not a hardship but an opportunity. While the accelerated children should get the essentials of the elementary school in less time, care must be taken to see that they come out with real power in thinking, in leadership, in ability to use the tools of learning. The tendency to rush these children through without having them really educated must be guarded and watched.

With the Z group effort must be made to see that these children learn to do well in their limited field the things that they can do. This means not only efficiency in the tool subjects but ability to think straight in the social subjects, in literature, and in natural science in so far as their ability will permit.

The most gratifying outcome of the year 1926-27 has been the stimulus that has been felt on all sides in working on these problems. This stimulus has been evidenced through:

1. Interest in demonstration lessons given at the Thomson School or elsewhere.
2. The number of teachers taking educational courses at George Washington University.
3. Study groups working on special problems.
4. The number of teachers taking work this summer at the different universities.
5. Intelligent participation in the making of the new courses of study now under way.—*Rose Lees Hardy*, in charge of kindergartens and elementary schools, Divisions I-IX.

In order that progress might be made in classification into homogeneous X, Y, Z groupings, we have concentrated our efforts on getting such data as are necessary into the hands of those supervising principals, junior high-school principals, and high-school principals as have made request for these data.

The total number of tests given was 110,822.

We have continued our practice of testing all 6B pupils going to junior high schools so that the research ratings can be sent to these schools. Any pupils not so tested who enter junior high schools from outside the city have been tested at the junior high schools by some one there assigned to the task.

The clinical phase of our work has been one in which we have taken considerable pride; we think it one of the most distinctive phases of service which we have been able to render, this clinical study of crucial problem cases in our schools.

One thousand four hundred and eighty-seven maladjusted children with whom we have worked showed 36½ per cent due to mental inferiority.

We found that a great many pupils reported to us were neurotic cases, many of these so neurotic as to need psychiatric treatment (87 of them). We were able to secure help for 21 pupils through the ever splendid cooperation of Dr. Loren Johnson, Dr. Thomas Moore, Dr. Winifred Richmond, and Dr. John Lind. The difficulty with these cases, of course, is an emotional and volitional one and a matter of mental maladjustment, not a matter of mental inferiority.



In our efforts toward building up the health of children I should like to call attention to the need here shown for a psychiatrist to work for the mental health and well being of many others, as well as for these children whose cases are at present quite acute.

There is a growing feeling among psychiatrists that successful mental adjustments can be made and in many cases insanity be prevented if work is begun with this neurotic constitution early enough.

I can think of nothing that would make our clinical work more effective than to have a psychiatrist attached to this staff. This would seem to be one of the most urgent school needs.—*Jessie La Salle*, in charge of educational research, Divisions I-IX.

#### DIVISIONS X-XIII

The problem of major consideration in the elementary schools has been the improvement of instruction through a program of activities tending to modernize our methods of teaching and our practices in the supervision of teachers.

If the school is to train for citizenship, it must offer opportunities for practice in those virtues which are fundamental to good citizenship. Opportunity must be given for the development of initiative, self-reliance, honesty, self-respect, and the other qualities which go to form a sturdy character. Education can not be imposed from without. It must develop within. All our instruction, then, should seek to create situations in which that knowledge is acquired, those habits formed, and those attitudes developed which are essential to social efficiency and service.

With the idea of creating an atmosphere where teacher and child may develop, the work of this office has begun. No startling results are claimed for this year's work, but an approach to the problem has been made along the following lines:

1. By securing more and a better type of supervision from administrative principals.
2. By linking up the work of the special departments with the program activities of the individual schools.
3. By encouraging a wider use of the project method and the activities program.
4. By stressing the value of industrial arts and the other expressional subjects as outgrowths of the project activities of the classroom.
5. By encouraging teachers to make more use of objective tests in their classroom procedure.
6. By bringing together in conference the directors and supervisors.
7. By linking up the work at the demonstration school with the general program of supervision.
8. By encouraging all principals and directors of special subjects to conduct educational meetings with the teachers under their supervision.
9. By conferences with teachers, officers, and patrons of the school on various educational topics.—*Eugene A. Clark*, in charge of elementary schools, Divisions X-XIII.

It is obvious that the demand for clinical work is growing and that opportunity for effectiveness is increasing. The department is called upon to do a great deal more work than it can possibly do with its present personnel. The contacts of the department with outside agencies has increased to the point that it enjoys reciprocity in matters of histories and test results and has during the year made exchanges of data with practically all of the outstanding social and clinical agencies of the city, such as the juvenile court, Board of Public Welfare, Associated Charities, Providence Hospital, and Juvenile Protective Association.

The greatest need at present is for a follow-up procedure within the schools. There is need for more effective representation of the department in the matter of interpreting the significance of the findings of the Department of Research to principals and teachers and also for the purpose of actively assisting in the very complicated problem of securing adjustments in problem cases.

At the beginning of the year the time of six teachers was assigned to the coaching of handicapped children in Garnet-Patterson, Giddings, New Bell, Slater-Langston, Stevens, and Wilson Schools and to services as representatives of the

department of research in the testing work. The schools of Divisions X-XIII were divided into zones, each supplementary teacher being in charge of a zone. The coaching work by each supplementary teacher was confined to one building, but she represented the department of research in every school within her zone. The duty of these teachers consisted of administering tests, in organizing test results and presenting and interpreting them to principals and teachers. They served as trained advisors in the reorganizing of schools on the X, Y, Z plan.

During the year the first-year class in each of these schools (high and junior high) was divided into homogeneous groups. The assistant superintendent in charge of research has had no complaints from teachers or principals against any feature of the homogeneous grouping, but on the other hand, has received a number of commendations of the arrangement from principals and teachers.

It will be seen from this report that the work of the department of research has been both extended and intensified. In some measure, at least, the progress has been gratifying. Contacts with officers and teachers have almost without exception afforded a most hearty cooperation. One easily gets the point of view that there is a thorough awakening on the part of the school personnel to the help that the department may be to them. The assistant superintendent in charge of research wishes to acknowledge with profound appreciation the splendid cooperation he has received from all officers, but feels especially obligated to the first assistant superintendent in charge of Divisions X-XIII for his constant, sympathetic interest in and appreciation of the problems of the department. His counsel and guidance have been indispensable.—Howard H. Long, in charge of educational research, Divisions X-XIII.

#### FIRST ASSISTANT SUPERINTENDENTS OF SCHOOLS

*The problem of the unusual child.*—Scientific testing of pupils has now so far advanced in our organization that better grading of pupils has become possible. Early in the session of schools just ended a thorough survey of the classes for subnormal pupils was made with the view of determining what reorganization should be effected to properly accommodate these pupils. The outstanding problem seemed to be the relieving of congested enrollments resulting from the moving of problem cases from the regular grades to these classes.

Increased school accommodation will provide for a distribution of classes for unusual pupils more generally throughout the city. Location of "special classes" so that each class serves a limited area will do much to eliminate the reluctance on the part of parents to consent to the placing of their children in these classes when such placement is necessary.

*Development of our vocational instruction.*—Vocational education in the District of Columbia has always been a serious problem. The school authorities have recognized the need of such instruction for many years, but certain factors have operated to retard the progress of vocational work of vital application to the life of our community. One of the chief of these deterrent factors has been the limited industrial opportunity open to the boy or girl of this city in the past. The other outstanding deterrent factor has been the congestion existing in our school accommodations. Only within the past three years has it been possible to set aside in the first nine divisions housing space for any school activity other than that of the regular traditional work of the public schools.

Excellent opportunities are provided for such pupils in the "trade classes" established at the Abbot School. Here opportunities are offered in printing, plumbing, sheet-metal work, house painting, woodworking, and electrical wiring.

Opportunities similar to these provided at the Abbot School have been offered to girls at the Dennison School. The trade opportunities for girls in the District of Columbia were found to be very limited, hence the work of the school has been not only to offer definite practical training but to endeavor to develop in the community fields of occupation for well-trained girls. Instruction is now being given in the preparation of food, table service, dressmaking, and simple millinery, simple filing and office service, and personal hygiene. Collateral with



this vocational work the pupils are given thorough and practical instruction in the fundamentals of a common-school education.

*Supervision and regulation of pupil organizations in the high schools.*—The District of Columbia has made a worth-while contribution to one of the most troublesome of high-school problems. I refer to the effort to provide proper regulation of high-school organizations, including those of a secret and exclusive nature. In previous reports detailed accounts have been given of the method pursued in bringing about a proper and effective control of the activities of these organizations. I am of the opinion that under this regulation the high-school organization has ceased to exercise upon school life the bad effects which were heretofore attributed to such groups.

*Military instruction in the high and junior high schools.*—In the office of the first assistant superintendent is centered the direction of the military instruction in our high and junior high schools. This year has been a period of splendid efficiency. The uniformed organization in the senior high schools has numbered 1,441 members, this being 36 per cent of the entire enrollment of male students. The change in uniform from the high-collar coat to the new regulation roll-collar coat has been effected with practically no hardship to the students. Cadets having a coat of the high-collar type in usable condition were permitted to wear such uniforms. The variance in uniforms was not markedly noticeable, and the transition year was thus successfully passed through.

The junior high-school program in physical and military training has not been as successful as we had hoped it would be. For some reason real interest in the work as planned and agreed upon has been lacking in several of the schools. It is my purpose to give considerable study to the condition during the coming year.

*Junior high-school and grade-school articulation.*—The junior high school has demonstrated its value as an educational development. A real need in education has been successfully met by this organization. The District of Columbia has moved rapidly toward the adjustment of the entire school system upon the elementary-school, junior high-school, and senior high-school organization. During the school year just closed almost 50 per cent of seventh and eighth grade pupils were receiving instruction under junior high-school organization. Each year sees additional pupils of the seventh and eighth year brought under junior high-school organization. \* \* \* With the completion of the junior high schools to be erected in the immediate future plans must be made to give all seventh and eighth year pupils the benefits of the junior high-school curriculum and methods of instruction even if such pupils are not actually housed in a junior high-school building.

This has been a year of real accomplishment and everyone engaged in the advancement of public education in the District of Columbia must feel grateful for the unanimity of interest, for the high ideals set before us and for the capable and sympathetic leadership which we have enjoyed in our work under your direction.—*Stephen E. Kramer, Divisions I-IX.*

For the sixth year, the Shaw Junior High School served as the agency for bringing to teachers courses of instruction by leading educators. During the first semester Columbia University offered an extension course in reading, and in the second semester a course in kindergarten-primary education.

One hundred and twenty teachers enrolled for the reading course; 53 teachers registered for the kindergarten-primary course.

The University of Pennsylvania conducted throughout the year an extension course at Shaw on the revision and reorganization of material of instruction for practical arts teachers. More than 60 teachers registered for this course.

More than 100 of our teachers pursued courses in the evening classes of Howard University during the session.

*The elementary schools.*—The improvement of instruction through a program of activities tending to modernize our methods of teaching and our practices in the supervision of teachers was for the year the outstanding feature of the work of officers in the elementary schools of Divisions X-XIII.

*Coaching work.*—A definite part of the plan for improving teaching is the reorganized system of coaching through supplementary teachers.

*Senior high schools.*—Likewise in the senior high schools of Divisions X-XIII attention was focused throughout the year upon the improvement of teaching.

A significant step in this direction was taken by senior high schools in attempting for the first time to group pupils according to ability for instruction purposes. This effort was confined to the freshman class.

*Junior high schools.*—This office attaches great significance to the persistent efforts of the junior high schools this year to focus attention upon educational problems peculiar to them and upon the general problem of improving instruction.

*Heads of departments.*—In the senior and junior high schools much progress toward modernizing our procedure and improving instruction is to be found in the universal adoption and use of standardized tests by the heads of departments. The department of English and history had previously made use of these tests, but this year for the first time all departments began to explore the field of testing through new-type examinations.

*Trade schools.*—Three significant developments should be mentioned in connection with the trade schools.

Beginning with September, 1926, at the Phelps Trade School for Boys all academic instruction below grade 7A was eliminated. Completion of 6B work is the present basis for admission to this trade school.

For the first time the teachers of trade subjects engaged this year an opportunity to improve themselves by attendance upon an extension course offered at the Shaw Junior High School by the University of Pennsylvania on the revision and reorganization of the materials of instruction in practical arts.

In the third place, through the department of research mental and achievement tests were administered to all pupils of the Margaret Murray Washington Trade School for Girls.

In closing this report this office expresses to the superintendent of schools its keen sense of appreciation of his unfailing courtesy, and sympathy, and help in solving many perplexing problems during the school year, to the Board of Education for its generous support, and to the employees of Divisions X-XIII for their cooperation in raising the efficiency of our schools.—Garnet O. Wilkinson, Divisions X-XIII.



## SECTION VII. STATUS OF LAND AND BUILDING ITEMS CARRIED IN THE FIVE-YEAR SCHOOL BUILDING PROGRAM

The following is a complete list of the land and building items carried in the five-year school building program act, arranged by divisions, together with the appropriations which have been made for the respective items through June 30, 1928:

### First division, buildings and grounds in five-year building program

School or location	Item of expenditure	Number of rooms	Appropriation by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Calvert Street (J. F. Oyster)	Building	8	\$175,000				
Grant Road	Land				(1)		
Do	Building	8					
Potomac Heights	Land				(1)		
Do	Building	4					
Jannet School	do	8			\$85,000		
Eaton	Gymnasium-as- sembly hall						
Addison School playground	Land						
Eaton School playground	do						
Jackson School playground	do						
Connecticut Avenue and Upton Street	do						
Forhall Road and Calvert Street	do						
Wesley Heights	do						
E. V. Brown	do						
JUNIOR HIGH SCHOOLS							
Georgetown (Gordon)	Land		100,000				
Do	Building			\$200,000	275,000		
Reno	Land						
Do	Building						
Total			275,000				
Total amount estimated for 5-year program, \$2,094,000; distributed through 5 years.			418,800	418,800	418,800	\$418,800	\$418,800

1 Appropriations have already been made as indicated as part of a lump-sum appropriation.

### Second division, buildings and grounds in five-year building program

School or location	Number of rooms	Appropriations, by years				
		1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS						
Morgan School playground			\$17,500	(1)	(1)	(1)
Total amount estimated for 5-year program, \$15,000; distributed through 5 years		\$3,000	3,000	(\$3,000)	(\$3,000)	(\$3,000)

1 Five-year program completed.

*Third division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriation, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Fifth and Decatur (Barnard)	Building	16	\$165,500		\$175,000		
Brightwood Park School	Land		20,000				
Brightwood Park (Truesdell)	Building	12	170,000				
Fifth and Sheridan (Whittier)	do	8	167,500				
Thirteenth and Montague (Brightwood)	Land		60,000				
Do	Building	16	275,000				
Fourteenth and Ogden	Land			(1)			
Do	Building	8					
Raymond School	do	8					
Woodburn (Keene)	do	4					
West	Gymnasium - assembly hall			\$75,000			
Petworth	do			75,000			
Hubbard School playground	Land						
Johnson School playground	do						
Petworth School playground	do			(1)			
Sixteenth and Webster	do			(1)			
Alaska Avenue and Holly Street	do						
Do	Building	8					
Bancroft School	do	8					
Takoma	Gymnasium - assembly hall						
JUNIOR HIGH SCHOOLS							
Macfarland	Building		280,000				
Brightwood	Land			(1)			
Do	Building				5,000		
Total			1,138,000				
Total amount estimated for 5-year program, \$3,560,000, distributed through 5 years.			712,000	712,000	712,000	\$712,000	\$712,000

(1) Appropriations have already been made as indicated as part of a lump-sum appropriation

*Fourth division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Adams School .....	Land .....		\$160,000				
Do .....	Building .....	24			\$12,500		
Abbot School .....	Land .....						
Do .....	Building .....	16					
Total .....			160,000		12,500		
Total amount estimated for 5-year program, \$940,000; distributed through 5 years.			198,000	\$198,000	198,000	\$198,000	\$198,000



*Fifth division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriation, by years							
			1926	1927	1928	1929	1930			
ELEMENTARY SCHOOLS										
Park View <sup>1</sup>	Building	8	\$154,000							
Burroughs	do	8		\$245,000						
South Dakota and Rhode Island Avenues (Woodridge)	Land		25,000							
Do	Building	8		160,000						
Langdon	Land									
Do	Building	16			( <sup>2</sup> )					
Brookland playground	Land				\$275,000					
Eckington playground	do									
Rhode Island Avenue and Twelfth Street	do									
Michigan Avenue	do									
JUNIOR HIGH SCHOOLS										
Langley	Building									
Brookland-Woodridge	Land			100,000	375,000					
Do	Building			( <sup>2</sup> )						
Total			25,000							
Total amount estimated for 5-year program, \$1,878,500; distributed through 5 years			375,700	375,700	375,700	\$375,700	\$375,700			

<sup>1</sup> The appropriation of \$154,000 for an addition to the Park View was reappropriated in 1927 as a part of the lump-sum appropriation for purchase of land. The amount of \$154,000, therefore, is not included in the total for 1926.

<sup>2</sup> Appropriations have already been made as indicated as part of a lump-sum appropriation.

*Sixth division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriation, by years							
			1926	1927	1928	1929	1930			
ELEMENTARY SCHOOLS										
Kenilworth.....	Building.....	4								
Benning playground.....	Land.....									
Ludlow playground.....	do.....									
Wheatley playground.....	do.....			(1)						
Carbery playground.....	do.....									
Penbody playground.....	do.....				(1)					
Wheatley.....	Gymnasium assembly hall.....				\$1,500					
JUNIOR HIGH SCHOOLS										
Stuart Junior High.....	Building.....		\$175,000							
Vicinity of Kingsman.....	Land.....									
Do.....	Building.....									
Total.....			475,000							
Total amount estimated for 5-year program, \$1,085,000; distributed through 5 years.			217,000	\$217,000	217,000	\$217,000	\$217,000			

<sup>1</sup> Appropriations have already been made as indicated as part of a lump-sum appropriation.

## REPORT OF THE BOARD OF EDUCATION

*Seventh division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Buchanan.....	Building..	4					
Lenox School.....	Land.....						
Do.....	Building..	4					
Bryan School.....	do.....	4			\$125,000		
Cranch School.....	Land.....						
Ketcham-Van Buren playground.....	do.....						
JUNIOR HIGH SCHOOL							
Hine Junior.....	Building..	8		\$100,000			
Total.....				100,000	125,000		
Total amount estimated for 5-year program, \$525,000; distributed through 5 years.			\$105,000	105,000	105,000	\$105,000	\$105,000

*Eighth division, buildings and grounds in five-year building program*

School or location	Items of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Amidon School.....	Building..	4		\$80,000			
Fairbrother School.....	Land.....						
Do.....	Building..	12					
Toner playground.....	Land.....						
JUNIOR HIGH SCHOOLS							
Jefferson Junior.....	Land.....						
Do.....	Building..						
Total.....				\$0,000			
Total amount estimated for 5-year program, \$1,077,250; distributed through 5 years.			\$215,450	215,450	\$215,450	\$215,450	\$215,450



*Tenth division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriations, by years							
			1926	1927	1928	1929	1930			
ELEMENTARY SCHOOLS										
Bruce.....	Land.....		\$25,000							
Do.....	Building.....	8	120,000							
Wilson.....	Land.....									
Do.....	Building.....	8			\$3,000					
Military Road.....	do.....	4								
Phillips.....	do.....	8								
Reno.....	do.....	4								
Garrison.....	Land.....									
Do.....	Building.....	8								
Wormley playground.....	Land.....				(1)					
Montgomery playground.....	do.....									
Stevens playground.....	do.....									
Sumner-Magruder playground.....	do.....									
JUNIOR HIGH SCHOOL										
Francis Junior.....	Building.....		225,000	\$267,500						
Total.....			370,000	267,600						
Total amount estimated for 5-year program, \$3,560,000; distributed through 5 years.			334,150	334,150	334,150	\$334,150	\$334,150			

<sup>1</sup> Plans for an addition at the Morgan School to take the place of this item.

<sup>2</sup> Appropriations have already been made as indicated as part of a lump-sum appropriation.

*Eleventh division, buildings and grounds in five-year building program*

School or location	Items of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Smothers.....	Land.....						
Do.....	Building.....	4		\$85,000			
Deanwood.....	do.....	8					
Crummell.....	do.....	6					
Slater-Langston.....	Land.....						
Burrville.....	Building.....	8					
Deanwood.....	Land.....						
JUNIOR HIGH SCHOOLS							
Garnet-Patterson.....	Land.....		\$55,000				
Do.....	Building.....			200,000	\$275,000		
Total.....			55,000	285,000	275,000		
Total amount estimated for 5-year program, \$1,142,000; distributed through 5 years.			228,400	228,400	228,400	\$228,400	\$228,400

## REPORT OF THE BOARD OF EDUCATION

*Twelfth division, buildings and grounds in five-year building program*

School or location	Items of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Banneker playground	Land						
Douglass-Simmons playground	do						
Douglass-Simmons gymnasium assembly hall	Building						
Jones playground	Land						
Harrison	do						
Do	Building						
Total amount estimated for 5-year program, \$292,500; distributed through 5 years.			\$58,500	\$58,500	\$58,500	\$58,500	\$58,500

*Thirteenth division, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
ELEMENTARY SCHOOLS							
Olddings-Lincoln	Land						
Do	Building	16					
Randall	do	12					
Birney	Land						
Do	Building	8					
Lovejoy	Gymnasium-assembly hall						
Bell	Land		\$215,000				
Do	Building	16					
Lovejoy	Land						
Do	Building	8					
Payne playground	Land						
Syphax	Building	4					
JUNIOR HIGH SCHOOL							
Randall	Building	8	225,000				
Total			440,000				
Total amount estimated for 5-year program, \$1,635,000, distributed through 5 years.			327,000	\$327,000	\$327,000	\$327,000	\$327,000



*High schools, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
McKinley Technical	Building		\$1,000,000		\$1,000,000		
Business High	do.			\$5,000			
Armstrong Technical	Land			(1)			
Dunbar High	do.						
Dunbar High	Grading athletic field.						
Western High	do.						
McKinley Technical	do.						
Total			1,000,000				
Total amount estimated for 5-year program, \$4,020,000; distributed through 5 years.			804,000	804,000	804,000	804,000	804,000

1 Appropriations have already been made as indicated as part of a lump-sum appropriation.

*Vocational schools, buildings and grounds in five-year building program*

School or location	Item of expenditure	Number of rooms	Appropriations, by years				
			1926	1927	1928	1929	1930
O Street (M. M. Washington)	Land		\$75,000			(1)	(1)
Do.	Building	8			\$150,000	(1)	(1)
Total			75,000		150,000		
Total amount estimated for 5-year program, \$200,000; distributed through 5 years.			40,000	\$40,000	40,000	\$40,000	\$40,000

1 5-year program completed.

## SECTION VIII. PROGRESS IN PROVIDING PUPIL ACCOMMODATIONS

The following pages indicate the progress which is being made in providing additional pupil accommodations under the provisions of the five-year school building program act, approved February 26, 1925. This record covers the period from the passage of the act through June 30, 1928.

### ELEMENTARY SCHOOLS

The total net needs, as of July 1, 1925, for elementary-school pupils was for 535 classrooms.

This need was to be met by elementary-school buildings and junior high-school buildings.

Accordingly, the following tabulations include the capacity of each junior high school for pupils of elementary-school age; the additional capacity of each junior high school for pupils of high-school age will be included under high schools.

The following tabulations show that, of the total need of 535 classrooms for elementary-school pupils, appropriations have been made for 195 elementary classrooms, leaving 340 classrooms yet to be appropriated for.

#### FIRST DIVISION

Net classroom needs as of July 1, 1925, are.....	Classrooms 50
Elementary schools:	
Second deficiency, 1925—Oyster.....	8
Appropriations acts—1926.....	0
1927.....	0
1928, Potomac Heights.....	4
Total.....	12
Junior high schools:	
Appropriations acts—	
1927, Gordon.....	0
1928, Gordon.....	12
Total classrooms for school pupils.....	12
Accommodations remaining to be appropriated for.....	24
	20

#### SECOND DIVISION

Net classroom needs as of July 1, 1925, are.....	21
Elementary schools:	
Second deficiency, 1925, none.	
Appropriations acts: 1926, none; 1927, none; 1928, none.	
Junior high schools: None authorized.	
Total classrooms for school pupils.....	0
Accommodations remaining to be appropriated for.....	21

#### THIRD DIVISION

Net classroom needs as of July 1, 1925, are.....	71
Elementary schools:	
Second deficiency, 1925—Brightwood.....	16
Appropriations acts—	
1926—	
Barnard.....	8
Truesdell.....	3
Whittier.....	8
1927.....	0
1928, Barnard.....	3
Total.....	48



## Junior high schools:

## Appropriations acts—

	Classrooms
1926, Macfarland	6
1927	0
1928, Brightwood (plans only).	

Total..... 6

Total classrooms for school pupils..... 54

Accommodations remaining to be appropriated for..... 17

## FOURTH DIVISION

Net classroom needs as of July 1, 1925, are..... 35

## Elementary schools:

Second deficiency, 1925—none.

Appropriations acts—1926, none; 1927, none; 1928, Adams (plans only).

## Junior high schools: None authorized.

Total classrooms for school pupils..... 0

Accommodations remaining to be appropriated for..... 35

## FIFTH DIVISION

Net classroom needs as of July 1, 1925, are..... 49

## Elementary schools:

Second deficiency, 1925—none.

## Appropriations acts—

1926..... 0

1927—

Burroughs..... 8

Woodridge..... 8

1928, Langdon..... 16

Total..... 32

## Junior high schools:

## Appropriations acts—

1927, Langley..... 9

1928, Langley.....

Total classrooms for school pupils..... 41

Accommodations remaining to be appropriated for..... 8

## SIXTH DIVISION

Net classroom needs as of July 1, 1925, are..... 43

## Elementary schools:

Second deficiency, 1925—none.

Appropriations acts—1926, none; 1927, none; 1928, none.

## Junior high schools:

## Appropriations acts—

1926, Stuart..... 12

1927, none; 1928, none.

Total classrooms for school pupils..... 12

Accommodations remaining to be appropriated for..... 31

## SEVENTH DIVISION

Net classroom needs as of July 1, 1925, are..... 36

## Elementary schools:

Second deficiency, 1925—none.

## Appropriations acts—

1926..... 0

1927..... 0

1928, Bryan..... 6

## Junior high schools:

## Appropriations acts—

1926	0
1927, Hine	7
1928	0

Total classrooms for school pupils 13

Accommodations remaining to be appropriated for 23

## EIGHTH DIVISION

Net classroom needs as of July 1, 1925, are 48

## Elementary schools:

Second deficiency, 1925—None.

## Appropriations acts—

1926	0
1927, Amidon	4
1928	0

## Junior high schools:

Appropriations acts—1926, none; 1927, none; 1928, none.

Total classrooms for school pupils 4

Accommodations remaining to be appropriated for 44

## TENTH DIVISION

Net classroom needs as of July 1, 1925, are 43

## Elementary schools:

Second deficiency, 1925—None.

## Appropriations acts—

1926, Bruce	8
1927	0
1928, Morgan (plans only).	0

## Junior high schools:

## Appropriations acts—

1926, Francis.	12
1927, Francis	0
1928	0

Total classrooms for school pupils 20

Accommodations remaining to be appropriated for 28

## ELEVENTH DIVISION

Net classroom needs as of July 1, 1925, are 59

## Elementary schools:

Second deficiency, 1925—None.

## Appropriations acts:

1926	0
1927, Smothers	4
1928	0

## Junior high schools:

## Appropriations acts—

1926	0
1927, Garnet-Patterson	12
1928, Garnet-Patterson	12

Total classrooms for school pupils 16

Accommodations remaining to be appropriated for 43



## TWELFTH DIVISION

Net classroom needs as of July 1, 1925, are.....	Classrooms
	<u>4</u>
Elementary schools:	
Second deficiency, 1925—None.	
Appropriations acts—1926, none; 1927, none; 1928, none.	
Junior high schools: None authorized.	
Total classrooms for school pupils.....	<u>0</u>
Accommodations remaining to be appropriated for.....	<u>4</u>

## THIRTEENTH DIVISION

Net classroom needs as of July 1, 1925, are.....	<u>71</u>
Elementary schools:	
Second deficiency, 1925—Bell.....	8
Appropriations acts—1926, none; 1927, none; 1928, none.	
Junior high schools:	
Second deficiency, 1925—Randall.....	3
Total classrooms for school pupils.....	<u>11</u>
Accommodations remaining to be appropriated for.....	<u>60</u>

## VOCATIONAL SCHOOLS

Appropriations act—1928, M. M. Washington.....	8
This completes the five-year school building program for vocational schools, since this is the only school carried in that legislation.	

## HIGH SCHOOLS

The total net need as of July 1, 1925, for high school accommodations was for additional accommodations for 5,271 pupils.

It was planned to meet this need by the construction of junior high schools and additional high-school accommodations.

The estimated capacity of each junior school for pupils of senior high school age is included in the following tabulations.

The following tabulations show that whereas there was a total need for accommodations for 5,271 pupils as of July 1, 1925, appropriations have been made through June 30, 1928, for junior and senior high school accommodations for 3,005 pupils, leaving a balance of 2,176 high-school pupils yet to be provided for.

## JUNIOR HIGH SCHOOLS

	Pupils
Second deficiency, 1925: Randall.....	75
Appropriation acts:	
1926—	
Macfarland.....	100
Stuart.....	225
Francis (initial appropriation).	
1927—	
Francis.....	225
Hine.....	70
Gordon (initial appropriation).	
Garnet-Patterson (initial appropriation).	
Langley.	
1928—	
Gordon.....	225
Brightwood (plans only).	
Langley.....	150
Garnet-Patterson.....	225
Total.....	<u>1,295</u>

## SENIOR HIGH SCHOOLS

Second deficiency, 1925: McKinley.

Appropriation acts:

1926, McKinley (initial appropriation).

1927, McKinley (continuing appropriation).

1928, McKinley-----

Total accommodations-----

Accommodations yet to be appropriated-----

Public

1,800

3,025

2,176





REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE  
DISTRICT OF COLUMBIA

1927-28



UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON  
1928

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## LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

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The accompanying report, prepared by the superintendent of schools at our direction, is for the information of Congress, national officers concerned with public education in the District of Columbia, the Board of Commissioners, and the citizens of Washington.

The past year has been an important one in the field of public education in the District of Columbia. The United States Bureau of Efficiency made a minute and critical survey of the public-school system, and its report is very gratifying to the Board of Education and to the public-school officials. It also contains many helpful suggestions which are receiving careful attention.

The course of professional training in the normal schools was extended from two to three years, and a study is now being made as to the feasibility of extending this course to four years and creating a teachers' college which shall give to the young men and women of this District an opportunity to secure a professional training that will better equip them for service in our own school system and create a demand for their services outside of Washington. It is believed that at slight expense the first two years of such a college with its broadened curriculum might be thrown open generally to our high-school graduates and other qualified persons.

Our Board of Education was largely instrumental in securing the passage of a new and improved law regulating the employment of minors and leaving the enforcement of the law to the Board of Education. Among other bills originating in the Board of Education is one for free textbooks for high schools. It is hoped that this bill may pass at the next session of Congress.

The board has sought every opportunity to keep in close touch with public opinion, and in one case, that of the employment of married women, conducted a referendum. A similar referendum was held on the subject of hours of study for younger children.

The effort to add assembly halls to our 16-room schools is materializing, and real progress has been made in the construction of junior high schools and of elementary schools. The new McKinley High School has recently opened its doors to students. It is believed to be typical of the best in architecture and usefulness.

In spite of the unnecessarily complicated methods under which the Board of Education is required to transact public school business, it is believed that, with the resources at its command, it has made real progress during the last school year, many of the details of which are set forth in the report prepared for the Board of Education by its conscientious and able superintendent.

CHARLES F. CARUSI,

*President Board of Education of the District of Columbia.*

OCTOBER 29, 1928.

# SCHOOL CALENDAR

1928—Schools open (beginning of the first half year): Monday, September 17, 1928.  
 Thanksgiving holiday: Thursday and Friday, November 29 and 30, 1928.  
 Christmas holiday: Monday, December 24, 1928, to Tuesday, January 1, 1929, both inclusive.  
 1929—End of first half year: Thursday, January 31, 1929.  
 Beginning of second half year: Friday, February 1, 1929.  
 Washington's Birthday: Friday, February 22, 1929.  
 Inauguration of the President of the United States: Monday, March 4, 1929.  
 Easter holiday: Friday, March 29, to Friday, April 5, 1929, both inclusive.  
 Memorial Day: Thursday, May 30, 1929.  
 Schools close (end of second half year): Wednesday, June 19, 1929.  
 Schools open: September 23, 1929.

## DIRECTORY OF BOARD OF EDUCATION

1927-28

### OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*  
 Mrs. WILLIAM H. HERRON, *Vice President*  
 Mr. HARRY O. HINE, *Secretary*  
 Dr. FRANK W. BALLOU, *Superintendent of Schools*

Mr. Charles F. Carusi.....	818 Thirteenth Street NW.
Mr. Henry Gilligan.....	Otis Building.
Mrs. William C. McNeill.....	1423 T Street NW.
Mr. Isaac Gans.....	Saks & Co.
Mrs. William H. Herron.....	Florence Courts.
Rev. F. I. A. Bennett.....	651 Eleventh Street NE.
Dr. H. Barrett Learned.....	2123 Bancroft Place NW.
Mrs. Howard L. Hodgkins.....	1821 Kalorama Road NW.
Dr. J. Hayden Johnson.....	1842 Vermont Avenue NW.

1928-29

TERM EXPIRES JUNE 30, 1929

Mr. Charles F. Carusi..... Mrs. William C. McNeill  
 Mr. Henry Gilligan

TERM EXPIRES JUNE 30, 1930

Mrs. Philip Sidney Smith..... Mr. Isaac Gans  
 Rev. F. I. A. Bennett

TERM EXPIRES JUNE 30, 1931

Dr. H. Barrett Learned..... Mrs. Henry Grattan Doyle  
 Dr. J. Hayden Johnson

### OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*.  
 Dr. H. BARRETT LEARNED, *Vice President*.  
 Mr. HARRY O. HINE, *Secretary*.  
 Dr. FRANK W. BALLOU, *Superintendent of Schools*.

The Board of Education organizes each year at its first meeting in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.



## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1927-28, ending June 30, 1928. In form this annual report is similar to reports heretofore presented. The table of contents is believed to be sufficiently analytical to give information concerning the subjects treated in the superintendent's report, to make it unnecessary to introduce the report to the reader.

The superintendent desires, however, to call particular attention to Section III of his report, in which he has undertaken to outline a comprehensive program of work for the Board of Education and the school officials during the forthcoming school year.

Of the achievements of the past the Board of Education and the school officials and the citizens of Washington may be justly proud. To the consideration of the next possible steps in the improvement of the public schools, the superintendent invites the interest and co-operation of the board, the public, and all others interested in the public schools of Washington. The nine subjects described in Section III of this report are worthy of most thoughtful consideration during the coming school year.

The superintendent takes pleasure in stating that for the most part conditions in the public schools are unusually good. While the 5-year school building program act has not been thus far carried out so that it can possibly be completed in less than six years and possibly seven, nevertheless the schoolhouse accommodations that are being provided are taking care of increased enrollments and to some extent relieving congestion. The morale among all employees of the Board of Education is splendid. There is commendable interest on the part of the public and the press in public-school improvements. The fine co-operation that has characterized the efforts of the Board of Education, the commissioners, the Bureau of the Budget, and committees of Congress was everywhere evident during the past school year.

The superintendent gratefully acknowledges the inspiration and strength that has come from the sympathetic support of the officials and citizens of the District of Columbia in carrying the responsibilities imposed upon the superintendent and his coworkers.

Respectfully submitted.

FRANK W. BALLOU,  
*Superintendent of Schools.*





# REPORT OF THE BOARD OF EDUCATION, 1927-28

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## SECTION I. THE SCHOOL YEAR 1927-28

The school system is a constantly growing, expanding, and changing organization. Each year sees changes made in administrative policies and in building facilities. This section of the superintendent's annual report is devoted to a consideration of such matters. In general, the accounts are arranged in chronological order as the developments took place. The accounts cover action taken either by the Board of Education or by the superintendent of schools.

### 1. PREPARATIONS FOR THE OPENING OF SCHOOLS

Continuous efforts are being made to make adequate preparation for the opening of schools in September so that systematic classroom work may be begun on the opening day of school. This necessitates the exercise of much foresight and requires the combined efforts of all officials concerned.

At the request of the superintendent of schools, the assistant superintendent in charge of business affairs, Maj. R. O. Wilmarth, prepared a statement concerning some of the major matters to which his office had given attention in making preparation for the opening of schools in September, 1927. This memorandum was submitted to the Board of Education for its information on September 21 and is presented here in full.

SEPTEMBER 21, 1927.

Memorandum for the superintendent of schools.

I am submitting the following statement outlining some of the major matters connected with the work of this office in the preparations for the opening of schools in September, 1927:

When the plan for carrying out the work necessary for the opening of schools was first begun last fall the preliminary procedure was outlined in expectation that the schools would secure materials, in accordance with the previous practice, through contracts entered into by the Commissioners of the District of Columbia. When these plans were nearing completion the method of procuring materials was changed through a restrictive rider on the appropriation bill, and it became necessary for the schools and other District of Columbia organizations to secure their materials through the General Supply Committee and their printing through the Government Printing Office. This change was a radical departure from the procedure that had been followed in the schools for over a quarter of a century. It became necessary not only to develop a better and more satisfactory method of placing materials in the schools before the opening day of school but to reconstruct the procedure for the procurement of these materials to comply with the requirements of the Federal Government. This change in procedure has delayed the issue of materials to school buildings, but the cooperation of the officials concerned with the procurement of the materials has reduced this delay to a minimum.

## EDUCATIONAL MATERIALS

The educational materials were procured through two systems. The majority of these materials were contracted for by the General Supply Committee. A small quantity of special materials was contracted for through the Commissioners of the District of Columbia. The schools were represented on the subcommittee of the General Supply Committee considering the award of contracts for school materials, and the General Supply Committee complied with every request of the school officials in regard to the type and quality of material desired. There was no delay in the procurement of this material. There was, however, a slight delay in the procurement of a small quantity of special material for use in the special classes and in connection with playgrounds, caused by the necessity of withholding the advertising for this material until after the administrative officers could determine that the desired material, or some other material that might be used for the purpose, was not included in the regular annual contracts of the General Supply Committee. The majority of this material was received and issued to the schools before the opening day.

The paper was advertised and contracted for by the commissioners. There was some delay on the part of one of the contractors in filling his orders within the time limit prescribed by the contract. The contractor has been penalized, as provided in his contract, for his failure to make delivery within the prescribed time. The bursting strength on the drawing and pencil paper was not in accordance with specifications, although the texture and finish of the paper was fully satisfactory for use in the schools. This paper when delivered was automatically rejected and later was accepted by the commissioners with a heavy penalty on the contractors for failure to comply with specifications. There was a surplus stock of drawing paper in the warehouse that was used for the first issue, so that the delay in the acceptance of this paper did not affect the schools. There was no surplus stock of the pencil paper available, and it was impossible to deliver this paper at the beginning of the first issue. Immediately upon the acceptance of the paper the warehouse began a special delivery to the schools, and there were few schools on the opening day that were without pencil paper. In these buildings there was other paper that could be used as a substitute for the pencil paper until the warehouse could reach them with the special issue of this paper.

## TEXTBOOKS

There was a slight delay in the procurement of textbooks caused by a readjustment of the texts in the school system to secure the best distribution of usable texts and the most economical purchase of texts to replace condemned books. The first contract for textbooks covers replacement of tentatively condemned books, and these tentatively condemned books are not removed from classrooms until they are replaced by new books. The new texts were delivered to practically every school before the opening day, and those schools that did not receive new texts were not embarrassed in their educational work because of the availability in the buildings of the tentatively condemned books.

## BLANK FORMS

Orders for approximately 5,000,000 blank forms to supply the schools during this school year were placed with the Government Printing Office early in July. Heretofore these blank forms have been printed under contract, the contract generally being awarded to one or two bidders, each of whom had available the plates necessary for the reproduction of the forms. The change from contractors to the Government Printing Office necessitated the preparation of a new set of plates by the Government Printing Office. There was, therefore, some delay in the furnishing of blank forms, but the Government Printing Office delivered into the warehouse all forms required for the opening of schools before noon on September 17. These forms were issued to the schools from the warehouse immediately upon delivery and no complaint was made to this office that there was a shortage of blank forms in the schools on the opening day.

## CLEANING AND LIGHTING MATERIALS

All materials for cleaning and lighting were purchased through contracts entered into by the General Supply Committee, and while there has been some



delay in the delivery of this material to the warehouse, all material essential to the cleaning and lighting of buildings for the opening of schools was delivered to the respective buildings in accordance with the schedule of delivery.

#### PAPER TOWELS

Paper towels were procured through the General Supply Committee. In submitting the requirements of the public schools the size of the towel required to fit containers in school buildings was entered on the requisition. When the towels were delivered it was discovered that they were slightly larger than the towels heretofore used in the schools and would not operate in containers in the school buildings. The matter was immediately taken up and it was found that it would be impossible under the contracts to substitute a towel of a type that would fit in the school containers. Assurance was given that in the future towels of the correct size and type would be furnished the schools and rather than purchase several thousand containers for temporary use during the next two months, the school employees were requested to arrange for the use of the towels that had been furnished. Pending possible adjustments delivery of the towels from the warehouse was delayed, but they have already been furnished to a large number of buildings and the issue to all buildings will be completed within the next few days.

#### FURNITURE FOR REPLACEMENT AND REPAIR PURPOSES

Contracts were entered into during the summer for the procurement of furniture and parts of furniture for replacement and repair purposes. The delivery of this furniture is now being made and the actual replacement and repair of furniture will be begun by October 1, 1927. In this connection it should be remembered that orders for furniture could not be placed until appropriations became available, and that classroom furniture is not carried in stock but is manufactured specially and requires from 30 to 90 days for delivery. No report has been received by this office that any pupil in the public schools was without a seat on the opening day, although some of these pupils were accommodated in seats that should and will be replaced as rapidly as possible.

#### FURNITURE FOR NEW BUILDINGS

Contracts and orders for furniture for new buildings have been placed and practically all furniture for the Woodridge School and the additions to the Burroughs and Bruce Schools had been delivered and was in position before the opening of schools. On the Saturday before the opening of schools a careful check was made of these buildings and where there was any shortage that would affect the seating of pupils, arrangements were made for the temporary transfer of other furniture. The slight delay in the delivery of furniture for these buildings was due to the necessity of awaiting the availability of appropriations before orders were placed. The method of appropriation adopted with the current fiscal year of granting the appropriation for the equipment of a building when the appropriation is made for the construction of the building, will make the equipment funds available in sufficient time to enable the commissioners to enter into contracts for the equipment well in advance of the actual occupancy of the buildings.

#### REPLACEMENT OF WINDOW SHADES

Orders for repairs and replacements of window shades in every school building in the District of Columbia were placed in the early part of July with the contractor for this work. The work has been proceeding systematically throughout the summer and is over 50 per cent completed. It is contemplated that every classroom will have usable shades before the end of October.

#### WINDOW SHADES FOR NEW BUILDINGS

Window shades were manufactured and installed in the Woodridge School and the addition to the Burroughs School before the opening of schools. The Bruce School was not turned over for occupancy until September 16, 1927, on which date the contractor for window shades began the manufacture of the shades for this building. It was impossible to complete the manufacture and

installation of these shades within the two days remaining before the opening of schools, but all shades will be installed in this building before the end of this week.

#### TRANSFER OF PORTABLES

Fifteen portables were transferred during the summer vacation and were open on September 19, 1927. Prior to the opening day of school these portables had been painted and equipped with all necessary pupils' furniture. The reshading of the windows in all of these portables had not been completed. This work of reshading of windows will be completed before the end of this week.

#### REPAIRS AND IMPROVEMENTS TO BUILDINGS AND GROUNDS

The superintendent of repairs has been proceeding with the repair and improvement of buildings and grounds, and the following information is furnished by that official:

*Replacement of heating plants.*—The replacement of heating plants in 13 buildings was done under contracts entered into by the commissioners and has not been fully completed. The work had progressed far enough to permit of the occupancy of all buildings on the opening day of schools, and it is expected that the installations will be completed before it is necessary to start fires in these buildings.

*Improvement of toilet facilities.*—Contracts have not yet been entered into by the commissioners for improving the toilet facilities at the Curtis, Addison, Garfield, Miner Normal, and Stanton Schools. It is the understanding of the school officials that the plans and specifications for these improvements have been advertised and that bids will be opened during this month.

*Completion of electrical program.*—The completion of the electrical program has been carried on by the superintendent of repairs and is approximately 20 per cent completed.

*Replacement of drinking fountains.*—The replacement of drinking fountains has been carried on by the superintendent of repairs and is approximately 40 per cent completed.

*Elimination of fire hazards.*—The elimination of fire hazards has been carried on by the superintendent of repairs and is approximately 88 per cent completed.

*Protection of health.*—The work authorized for the protection of health of pupils has been carried on by the superintendent of repairs and is approximately 90 per cent completed.

*General repairs and improvements.*—The work authorized for general repairs and improvements has been carried on by the superintendent of repairs and is approximately 95 per cent completed.

*Painting.*—The painting authorized has been carried on by the superintendent of repairs and is approximately 30 per cent completed.

While the ideal desired has not been fully accomplished, I believe that the reports from the individual buildings will show that the condition of the schools this year for their reopening is far better than has been experienced for many years.

In conclusion I desire to express my appreciation for the cooperation given by the General Supply Committee, the Government Printing Office, the Bureau of Efficiency, the purchasing officer of the District of Columbia, and other District officials in the endeavor of the schools to have every building adequately equipped for educational work on the opening day of school. I also desire to express my appreciation of the assistance rendered by the school officers and employees, many of whom have willingly curtailed their vacations in their endeavor to carry out the desires of the Board of Education.

R. O. WILMARTH,

Assistant Superintendent in Charge of Business Affairs.

Approved and forwarded to Board of Education.

F. W. BALLOU.

## 2. PROCEDURE IN PROMOTIONS TO SALARIES FOR SUPERIOR TEACHERS

At the meeting of the Board of Education held September 14 the board approved the following report of the superintendent of schools



regarding the procedure to be followed in the promotion of superior teachers to the Group B and Group D salaries established for such teachers in the teachers' salary act of July 1, 1924. Since this is the first instance of such promotions, the approval of this report and its recommendations by the board established a procedure to be followed until modified by the board. Accordingly, the report in full is incorporated for the information of those concerned.

The administrative officers have given extended consideration to the legal and administrative problem presented in the matter of procedure in the promotion of superior teachers to Group B salaries. The superintendent has conferred with the auditor on the subject, and submits the following report and recommendations covering a proposed procedure. The auditor concurs in this proposed procedure.

#### APPROPRIATIONS ACT FOR 1928

The appropriations act for the fiscal year ending June 30, 1928 carries a lump-sum appropriation for teachers' salaries, which lump sum includes an amount sufficient to promote 83 teachers to the higher salary classes established in the teachers' salary act, effective July 1, 1924, for superior work.

#### CONTROLLING LEGISLATIVE PROVISION

Section IX of the teachers' salary act, effective July 1, 1924, closes with the following provision:

*"And provided further, That the number of Group B and Group D salaries in any salary class shall be divided proportionately between the teachers in the white schools and the teachers in the colored schools on the basis of the enrollment of pupils in the respective white and colored schools."*

Under the provisions of this legislation, the salaries available must be distributed between Divisions I-IX and Divisions X-XIII on the basis of the enrollment of pupils.

#### ENROLLMENT BY SCHOOL DIVISIONS

The whole enrollment for the school year ending June 30, 1926, was 74,903, of which 50,374 was in Divisions I-IX and 24,529 was in Divisions X-XIII, i. e., 67 per cent of the enrollment was in the white schools and 33 per cent was in the colored schools.

Accordingly, the 83 salaries made available in the appropriations act for 1928 should be and hereby are divided as follows: 56 to Divisions I-IX and 27 to Divisions X-XIII.

#### ESTABLISHED ELIGIBLE LISTS

The eligible lists established as a result of the examination held to determine who are superior teachers show that there are 41 teachers who have qualified for such promotion, of whom 30 are in Divisions I-IX and 11 in Divisions X-XIII as follows:

	Total	Divisions I-IX	Divisions X-XIII
Class 1, Group B.....	7	5	2
Class 2, Group B.....	0	0	0
Class 2, Group D.....	1	0	1
Class 3, Group B.....	33	25	8
Class 4, Group B.....	0	0	0
Total.....	41	30	11

#### PROCEDURE IN MAKING APPOINTMENTS

As indicated above, those eligible for promotion to superior salaries are listed according to the salary class for which they are eligible.

In accordance with the basic principle underlying all appointments or promotions from eligible lists, it is recommended that appointments shall be made in order of standing regardless of salary classifications.

### 3. DEDICATION OF NEW BUILDINGS OR ADDITIONS TO BUILDINGS

At the meeting of the Board of Education held October 5 the superintendent of schools was authorized to arrange for suitable dedicatory exercises for new buildings or for additions to old buildings during American education week, November 7 to 13. It was found impracticable to dedicate all such buildings during American education week. Accordingly, dedicatory exercises were held during the year as follows:

School and division	Capacity		Description	Date of dedication
	Number elementary class-rooms	Number high-school pupils		
Elementary schools:			Auditorium.....	Dec. 13, 1927
Potworth, III.....			do.....	Mar. 23, 1928
West, III.....	8		New building.....	Nov. 9, 1927
Woodridge, V.....	8		Addition <sup>1</sup> .....	Nov. 11, 1927
Burroughs, V.....	8		do.....	Feb. 8, 1928
Bruce, X.....				
Junior high schools:			do.....	Nov. 10, 1927
Hine, VII.....	7	70	New buildings.....	Mar. 20, 1928
Francis, X.....	12	225	Addition.....	Nov. 11, 1927
Randall, XIII.....	3	75		
Total.....	46	370		

<sup>1</sup> Including combination gymnasium and assembly hall.

In all these exercises representatives of the local associations of parents and citizens, of the District government, and of the school board took part in the program.

### 4. COMMUNITY INSTITUTE OF WASHINGTON

In announcing the establishment of the Community Institute of Washington in Circular No. 19, issued October 14, 1927, the superintendent made the following statement:

In pursuance of the policy of using our school buildings to promote the cultural advancement of Washington, the community center department has organized the institute to present programs of outstanding merit. The Washington Society of the Fine Arts and the Public Library have cooperated with the community center department in planning the service which is offered for the season 1927-28 at central community center. The society will not offer any other course for the current year.

As the institute offers these programs at the lowest possible fee to cover only actual expenses, it is not possible to follow the procedure of the Society of Fine Arts, which has in the past put a limited number of free tickets at the disposal of the schools. There is no free list, but it is hoped that the subscription fee of \$3 for the ten events will place them within the reach of all who are interested in the course.



In accordance with this announcement the following program was carried out under the auspices of the community center department at the Central High School:

Date*	Event	Given by—
Nov. 3 17	Jazzmania, a Musical Analysis..... Has Our Civilization Failed?.....	Sigmund Spaeth, musical critic, lecturer. George A. Dorsey, psychologist, author of <i>Why We Behave Like Human Beings</i> .
Dec. 1 15	Metropolitan Museum cinema films..... Character sketches.....	Hugar Elliott, director of educational service, Metropolitan Museum of Fine Arts. Cornelia Otis Skinner, daughter of Otis Skinner, gives monologues of her own writing.
Jan. 5 19	Shall American Farmers Become Peasants?..... Concert.....	William E. Dodd, Chicago University. Flonzaley Quartette.
Feb. 9 23	Art in Everyday Life, stereopticon illustrations..... The Moral Obligation to be Intelligent.....	Gerrit A. Beneker, artist, lecturer, author. John Erskine, literary critic, author of <i>Private Life of Helen of Troy</i> .
Mar. 1 29	Fakes and Forgeries..... Current History.....	Earle Rowe, director Rhode Island School of Design. William Starr Myers, Princeton University.
Apr. 11	Concert.....	Kedroff Quartette.

The first community institute was an entire success, both financially and from the standpoint of the entertainment provided. The attendance exceeded expectations and it was possible to add the concert of the Kedroff Quartette with no additional expense to the ticket holders.

#### 5. POLICY TO BRING MATTER OF OUTSIDE LECTURERS TO THE ATTENTION OF THE BOARD

At the meeting of the Board of Education on November 2 the question was raised as to why the Woman's Christian Temperance Union was authorized to have its representatives give lectures in an elementary school on the subject of alcoholic drinks and narcotics. In the discussion of the matter the president of the board indicated that it might be well hereafter to have such matters brought to the attention of the board.

At the meeting of November 16 further consideration was given to the matter, and the board authorized the appointment of a committee to consider and make proper reply on behalf of the board to the complainants.

#### REPORT OF SPECIAL COMMITTEE

At the meeting of December 7 the special committee, appointed on November 16, presented the following report, which was ordered incorporated in the minutes of the board. In accordance with the action of the board, all lectures of the character referred to therein will hereafter be brought to the attention of the Board of Education for consideration and appropriate action:

NOVEMBER 25, 1927.

THE ASSOCIATION AGAINST THE PROHIBITION AMENDMENT,

Washington, D. C.

GENTLEMEN: Your letter of November 16, 1927, addressed to the chairman of the Board of Education, as well as your news release of that date, were duly received and considered. Your complaint, briefly stated, is—

- (a) That the pupils in our elementary schools were addressed by an agent of the Woman's Christian Temperance Union, and
- (b) That this took the form of a "rally" conducted in a near-by Methodist church.

By reference to the extracts from the minutes of the meetings of the Board of Education of November 2, 1927, and November 16, 1927, you will observe that hereafter the explicit consent of the board will be sought by administrative officials before lectures which anyone may deem to be of sectarian or controversial or political character will be given to the public-school children.

With this statement this communication might well close, as the lectures complained of have closed.

You will observe, however, that it was the sense of the board that you should be fully apprised of the situation both with respect to the character of the lecture given and as to the reasons for the selection of the church in question as a place where it was held.

The administrative officers of the Board of Education have advised it as follows:

(a) Instruction upon the ill effects of the use of alcohol and narcotics is required to be given and is given by members of the teaching staff of the public schools as part of the regular curriculum.

(b) For a number of years one lecture upon this subject has been given to assembled groups of school children by a field worker of the Woman's Christian Temperance Union. These talks have dealt with the scientific aspects of the matter and have been reported by the administrative officers as being in no wise controversial or harmful.

(c) There is nothing exceptional or significant in the fact that the students met in a near-by church building. Annexed to this letter for your information is a statement upon the subject by the assistant superintendent, Mr. Haycock, and a statement by Miss Adelaide Davis, the supervising principal, from which it will appear that lack of assembly rooms in many of the school buildings has made it necessary to occupy on occasion any available near-by auditorium, and that the churches which have been utilized are, as you will observe, confined to those of no particular sect or denomination, but that the selection has been dictated solely by neighborhood accessibility.

(d) The parent of no child has ever made any objection to any of the school authorities, either to the lectures that were given or the utilization of church buildings for the assembly of the public-school children.

The writers of this letter would like to add that no complaint has ever reached them from the parent of any child, nor indeed was the activity itself ever called to their attention until at the time and in the manner indicated in the extracts from the minutes hereinbelow set out.

The Board of Education is deeply sensible of its duty to safeguard the children from propaganda of any kind and from the discussion of sectarian or political matters of a controversial nature. It is only necessary in case anything of this sort is believed to exist for the attention of the Board of Education to be called to it, in order that the complaint may receive full consideration and prompt action.

The extracts from the minutes above referred to are as follows:

[Extract from the minutes of the Board of Education of November 2, 1927. Approved November 16, 1927]

"Inquiry was made by Mr. Gilligan as to lectures being given in the elementary schools by representatives of the Women's Christian Temperance Union, ascertained from news items carried in the daily papers. He expressed particular interest inasmuch as in January, 1927, the board declined to the Anti-Cigarette League the privilege of lecturing in the high schools.

"The superintendent explained that our courses prescribe instruction along the line of effects of intoxicants, narcotics, and tobacco. In the past the Women's Christian Temperance Union has acceptably given valuable instruction and this year is simply a continuation of a practice to which there has been no known objection.

"Mr. Carusi observed that there is a scientific side to this instruction which is doubtless what these lecturers are now offering. However, the Women's Christian Temperance Union may of late be said to have a political phase. It is well to steer clear of controversial, partisan, racial, and religious matters;



and when in doubt, to get the board's advice on such outside supplementary instruction.

"The superintendent wished it noted that all talks of this character are supervised and reports made thereon. He inquired if there is any sentiment against a continuance of these lectures, either on the part of the community or the board members. If it exists or if the board desires a withdrawal of these speakers, the superintendent assured the members he is at their service.

"The Chair remarked that it might be well for the future that such matters be brought to the attention of the board."

**NOTE BY THE SECRETARY.**—In making the inquiry Mr. Gilligan stated the matter was in no sense personal, as he is a "teetotaler" both as to liquor and tobacco.

[Extract from the minutes of the meeting of November 16, 1927]

"President Carusi presented to the board a further communication received by him at the opening of the session which was not included in the calendar of the day's business. This communication was from the Association Against the Prohibition Amendment, Mr. G. C. Hinckley, national secretary.

"The association protested against the lectures being given in the public schools by representatives of the Women's Christian Temperance Union, stressing particularly such lectures as were recently given to pupils in an assembly hall of a church adjacent to a public school. The association based its objection on two grounds named:

"First, because instruction on the effects of alcohol is a part of the school course.

"Second, because of the dangerous precedent established by outside lectures, with the probability of dangerous propaganda being disseminated.

"Reverend Bennett moved that the communication be referred to the president with power to act, explaining that this matter had been discussed at the preceding meeting, and that the addresses scheduled are now over.

"Mr. Gilligan inquired if lectures were held in a church. To this the superintendent explained that the school in question (the Kingsman) has no assembly hall, and the near-by church furnished the only available hall or space where a group of pupils could gather on this particular occasion. Churches have been utilized in this way for many years. He read a list of 11 churches that have furnished rented accommodations as classrooms. No objections have ever been raised against such use, as it is simply an occupation of space.

"Visual instruction is now being given in motion-picture houses where teachers take their classes. Whenever a parent objects his child is excused from going to class in a moving-picture house.

"The chair pointed out that the board has already reached a consensus of opinion, that hereafter the board's consent will be required for the introduction of lectures of any kind by outside lecturers where matters are even remotely political or controversial. Acting on the intent of Reverend Bennett's motion, Mr. Carusi stated that he will appoint a committee to draft a letter. The writer, he stated, complains of the action of the superintendent of schools, and it is appropriate that the board should make reply. Mr. Carusi announced that he will appoint as such committee, Mr. Gilligan and himself to make appropriate reply to the association.

"Mr. Gans inquired whether the reply will be elaborate. The chair said no, if Mr. Gilligan's views coincide with those of the chair. Mr. Gilligan counselled against an unwise brevity and in this view the chair concurred, as the association is entitled to be set right and fully right, that the lecture in the church was not religious or political; that the church simply supplied an assembly hall.

"The superintendent remarked that a 'news release' given to the press under date of November 16, 1927, carried assertions that this special committee should note and answer. The position of the board and the school officials should be made perfectly clear. He agreed to supply further memoranda for the committee."

Very truly yours,

CHARLES F. CARUSI.  
HENRY GILLIGAN.

## 6. THE EMPLOYMENT OF MARRIED WOMEN AS TEACHERS

For purposes of record there follows the official report of the secretary of the Board of Education relating to this subject. This report was approved by the board at its meeting on December 21.

## REPORT ON THE REFERENDUM ON MARRIED WOMEN TEACHERS IN THE PUBLIC SCHOOLS

At the meeting of the Board of Education held on May 18, 1927, the superintendent of schools addressed to the board the communication that follows:

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA,  
FRANKLIN ADMINISTRATION BUILDING,  
Washington, D. C., May 18, 1927.

*To the Board of Education of the District of Columbia.*

LADIES AND GENTLEMEN: From time to time suggestions have been made to the Board of Education by individuals and by representatives of citizens' associations and parent-teacher associations that the present procedure in the schools relating to the employment of married women as teachers be materially modified.

At the meeting of the Board of Education on March 2, 1927, the board requested the superintendent of schools to study and report on the problem of married women in the schools. The board further suggested that the superintendent undertake to ascertain the consensus of public opinion in this matter. Accordingly the superintendent has given consideration to the problems arising in connection with this question. As a result the superintendent presents for the consideration of the board the following statement and recommendations:

Since this question originated with the citizens, and since it is a social problem affecting home life, as well as an administrative and educational problem, the superintendent is of the opinion that the matter should be thoroughly discussed by the public before any final conclusion can be reached regarding what, if anything, should be done.

To the end that citizens of the District and patrons of the schools may have an opportunity for the discussion of this matter, and that the Board of Education may be advised of the conclusions reached by citizens from such discussion, the superintendent recommends the following procedure:

1. That the Board of Education hold a public meeting with representatives of the various citizens' associations and parent-teacher associations at the earliest convenience of the board, similar to the meetings which have been held on the school estimates. To that meeting should be invited the president and the chairman of the schools committee of each association.

2. That the meeting should be so organized and carried on as to acquaint fully the delegates present with the present situation and with the problems involved, to the end that they may have an intelligent understanding of the matter.

3. That the representatives present be then requested to bring the matter before their respective associations for consideration, discussion, and appropriate action.

4. That each association be requested to report in writing to the secretary of the Board of Education any official action taken by the association.

It is to be observed that the meeting of the Board of Education with the representatives of bodies of citizens is for the purpose of discussing the matter. It is not proposed that these representatives shall take any concerted action at the meeting held under the auspices of the Board of Education.

The superintendent recommends the adoption of the suggested procedure and that the Board of Education at this time fix an early date for holding the aforementioned meeting.

Respectfully submitted.

F. W. BALLOU,  
Superintendent of Schools.



The several recommendations carried in the preceding were approved by the board. The date set for the joint public meeting with the civic groups of the community was May 23, 1927. In compliance with the instructions of the board the secretary on May 19, 1927, issued invitations to the parent-teacher associations, the citizens' associations, civic clubs, and like organizations, interested in the public schools—in all, some two hundred civic groups—to have representatives meet with the board. With the secretary's call for the gathering there was sent also a memorandum prepared by the superintendent as a guide to outline the scope of the deliberations, as a discussion of a policy for married women teachers must necessarily take cognizance of a potential teacher while a student of the local normal schools. The suggested limits of the conference were therefore outlined in the circular herewith quoted:

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA,  
FRANKLIN ADMINISTRATION BUILDING,  
Washington, D. C., May 19, 1927.

*To citizens' associations, parent-teacher associations, civic clubs, and similar organizations of Washington.*

LADIES and GENTLEMEN: The inclosed communication from the superintendent of schools on the subject of married women teachers in the public schools was presented at the meeting of the Board of Education held May 18, 1927, and approved.

The date set for the public meeting of the representatives of the various organizations was Monday evening, May 23, 1927, at 8 o'clock in the assembly hall of the Franklin Administration Building. An invitation is extended to the president of your association and the chairman of the committee on schools to be present at this session.

By direction of the Board of Education.

HARRY O. HINE, *Secretary.*

MEMORANDUM FOR CONSIDERATION AT CONFERENCE BOARD OF EDUCATION AND CITIZENS, MAY 23, 1927

Subject: Employment of married women as teachers in Washington, D. C.

#### PURPOSE OF THE CONFERENCE

The question of the employment of married women as teachers in the public schools of Washington was not raised by the Board of Education or by the officers of the board; it was raised by citizens' organizations.

It is the present policy of the Board of Education to employ married women as teachers. It is the purpose at this conference to place the question as raised by the citizens before the representative citizenry of the District of Columbia, to recommend it to the thoughtful consideration of the organizations of citizens, and to invite reports on the results of their consideration of it.

The Board of Education contemplates making no change in its policy or taking any other action on the matter until public opinion on the subject has been organized and has expressed itself to the board.

#### QUESTIONS FOR CONSIDERATION

The following questions are submitted for consideration. They are not intended even to suggest a possible policy. They do relate to the possible scope and to the various administrative aspects of the question:

1. Should married women be admitted to the normal schools as students? If not, what are the reasons against their admission?

2. If a girl student enrolled in the normal school marries during her course, should she be permitted to complete her course and graduate from the school? If not, what are the reasons against it?

3. If a graduate of the normal school marries following graduation, but preceding her appointment to a position in the public schools, should her marriage make her ineligible for such appointment? What are the reasons against such appointment?

4. Should a married woman be declared ineligible to enter the open competitive examinations conducted for qualifying teachers for appointment in the elementary schools, junior high schools, senior high schools, normal schools, and all other public schools of Washington? If so, what are the reasons?

5. If a woman teacher marries subsequent to her appointment, should she be required to resign from service? If so, what are the reasons?

6. If a woman teacher who has resigned from public-school service has married and requests reinstatement, should the Board of Education refuse to reinstate her on the grounds of her marriage? If so, why?

7. If a woman teacher on leave of absence should marry while on leave, should the Board of Education refuse to reinstate her? If so, why?

8. Should a married woman now on maternity leave be reinstated as provided for under the present rules of the Board of Education? If not, for what reasons?

9. If regulations are adopted by the Board of Education hereafter disqualifying married women for appointment in the public schools of Washington, should married women now be allowed to continue in service or be required to resign?

As many of the civic organizations recessed for the summer vacation shortly after the conference, opinions on the referendum were awaited after the resumption of meetings in the fall. A further reminder on the subject of a desired response was sent to the civic groups not yet reporting, on November 7, 1927, with the statement that by December 21 the polls would be closed and the opinions furnished would constitute the data for compilation.

I have the honor to report the results of the referendum on the basis of statements received by December 17. There have been returns from 70 sources, as follows:

Parent-teacher associations and home and school associations	39
Citizens' associations	20
Civic clubs	8
Individual opinions	8
District of Columbia Public School Association	1
Parents' League	1
Public Interest Association	1
High School Teachers' Council	1
Character Education Institution	1

An analysis of these expressions of opinions has resulted in the vote—

Favoring married women as public-school teachers and as normal-school students	57
Opposing views	7
Not voting a definite opinion	6

70

A study of the 70 opinions received disclosed that in nearly all the instances where an association is favorable to the employment or retention of married women teachers, with a like attitude to the married woman as a normal-school student, no attempt was made to cover the nine points of inquiry raised by the superintendent.

Those seven associations, however, that opposed married women teachers and their proposed normal-school training for the profession in the main gave reasons for their adverse views.

A further analysis of the returns shows that the reasons that have led to the respective conclusions may be summarized thus:

#### FAVORING MARRIED WOMEN—REASONS

Those holding that efficiency or merit and not the marital status of a teacher should be the guide	23
Those favoring married women without expressing a reason therefor	13



Those approving the present practice, with existing regulations satisfactory_	12
Those who favor "equal rights," or no sex discrimination or no "blanket ban"-----	
Those who advocate the employment of married women, with a preference to be given the single woman-----	7
Those reporting as being not qualified to decide intelligently-----	2
Those holding that the problem is one for the board to decide-----	4
	2

## OPPOSING MARRIED WOMEN

63

Those opposing married women both as teachers and as normal-school students, with detailed reasons therefor-----	4
Those opposing, without reasons given, or opposing further appointments-----	3

7

It may be noted that of the seven opposing views received, four apply to divisions 10 to 13; two apply to divisions 1 to 9; one is an opinion of an individual.

One report, the Parent-Teacher Association of the Grant-Toner Schools, offers the additional suggestion that more men teachers be employed for the higher grades in the adolescent period.

A condensed statement of the 70 reports received, alphabetically arranged as to the association, is hereby presented. The reasons against the continued employment of married women are given in this analysis.

## MARRIED WOMEN TEACHERS—SUMMARY OF REFERENDUM

1. Anacostia Citizens' Association: No general rule should be adopted to disqualify married women as public-school teachers or as students. Each case should be judged on its merits. Where conditions are equal, preference should be given to unmarried women, unless the married women by force of circumstances must support themselves or their families.

2. Armstrong Technical High School Parent-Teacher Association: (1) Opposed to married women teachers and as normal-school students, as they bar single girls. (2) Should be eligible to take examinations. (3) Favors reinstatement of women given maternity leave. (4) Refuse reinstatement to teacher marrying while on leave. (5) Reinstate after maternity leave.

3. Bancroft Parent-Teacher Association: Efficiency and not the fact that a teacher is married should be the basis of a decision as to her employment.

4. Barnard Parent-Teacher Association: Favors continuance of married women possessing like qualifications of other teachers.

5. Barry Farm Citizens' Association: Opposed to further appointments of married women teachers and as normal-school students.

6. Bradley Parent-Teacher Association: Married women should be allowed to teach and be normal-school students.

7. Brightwood Citizens' Association: The question of married women teachers is a matter for the board to decide.

8. Bryan Parent-Teacher Association: The association prefers not to comment on the matter.

9. Cathedral Heights Citizens' Association: Favors the employment of teachers solely on the basis of efficiency, without regard to their matrimonial status.

10. Character Education Institution (Doctor Fairchild): Sees no grounds for excluding married women from teaching if otherwise qualified.

11. Chase, M. F. (Individual opinion): No "blanket ban" should be applied. Full discussion.

12. Chevy Chase Citizens' Association: No discrimination against women because of their being married. Merit should guide.

13. Chevy Chase School and Home Association (E. V. Brown School): In favor of employing teachers regardless of their married state.

14. Civitan Club: Expresses no opinion as not in line with its activities.

15. Columbia Junior High School Parent-Teacher Association: Efficiency, not a question of the married or unmarried state of the teacher, should control.

16. Conduit Road Citizens' Association: Employment and retention of married teachers should be left in the hands of the Board of Education.

17. Congress Heights Parent-Teacher Association: Favors married women both as teachers and students.

18. Cook (John F.) Parent-Teacher Association: Approves present practice respecting married women.
19. Cranch-Tyler Parent-Teacher Association: Efficiency should be the only test in the employment of teachers.
20. Curtis-Hyde-Addison Parent-Teacher Association: No change at present in the law (practice) relating to married women as teachers in the public schools.
21. District of Columbia Public School Association: No general rule should be adopted to disqualify married women as public-school teachers or as students.
22. Eaton Mothers' Club: Teachers should be selected and employed solely on the basis of merit and efficiency without regard to their marital status.
23. Emory-Eckington Parent-Teacher Association: Married women, if good teachers, should be allowed to teach.
24. Federation of Women's Clubs: The married state of a teacher need not be detrimental to her teaching ability. Efficiency should be the consideration for appointment and for promotion.
25. Garfield Citizens' Association: Married women should be allowed to teach and be students in the normal schools.
26. Georgetown Citizens' Association: Favors retention of married teachers.
27. Grant-Toner Parent-Teacher Association: Married women should be allowed to teach, with the preference given to unmarried women. Ask for more men teachers for higher grades in the adolescent period.
28. High School Teachers' Council: Approves the retention of married women as teachers and as normal-school students.
29. Hine Junior High School Parent-Teacher Association: Existing regulations of the board are satisfactory.
30. Hubbard-Raymond Parent Teacher Association: Apply two criteria: Good moral character and teaching efficiency.
31. Hughes, Jennie Cordelia (individual opinion): Opposes married women as teachers.
32. Iowa-Thomas Circle Citizens' Association: Efficiency rather than her married state should guide in the employment of teachers.
33. Ivy City Citizens' Association: Approves appointment and retention of married women if efficient.
34. Jefferson Junior High School Parent-Teacher Association: Married women should be permitted to teach in the public schools.
35. Johnson Parent-Teacher Association: The fact that a teacher is married does not necessarily affect her efficiency and should not be the basis of a decision as to her employment.
36. Kingsman Parent-Teacher Association: Favors married women as teachers and as normal-school students.
37. Langley Junior High School Parent-Teacher Association: Approves employment of married women teachers provided they are efficient.
38. Lenox-French Parent-Teacher Association: Favors married women as teachers.
39. Logan Parent-Teacher Association: Favors married women as teachers and as normal-school students.
40. Macfarland Junior High School Parent-Teacher Association: Favors no change in present practices.
41. Manly, Mrs. Basil B. (individual opinion): Efficiency rather than conjugal condition should be the basis. A great injustice to the children to force the married women out.
42. Michigan Park Citizens' Association: Not opposed to married women as teachers.
43. Mid-City Citizens' Association: Not a proper subject for decision by a citizens' association, but properly a question of policy for the superintendent and the Board of Education.
44. Mott Parent-Teacher Association: Favors the present policy of married women as teachers or as normal-school students.
45. Mount Pleasant Citizens' Association: Approves the present policy of selection on basis of individual efficiency, regardless of whether married or not.
46. North Capitol Citizens' Association: Married women should be accorded equal rights and privileges, except that married women should not be accepted as beginning students in the normal schools. Opposes an obligatory resignation should a woman teacher marry. Very full treatment of whole question.



47. Northeast Washington Citizens' Association: Favors the training of single women only as normal-school students. Preference in appointments should be given to single teachers. Retain them, if efficient, when they marry.

48. Northwest Brightwood Civic Association: Favors married women as teachers and as normal-school students.

49. Oyster School Parent-Teacher Association: Unanimously voted that married women should teach and be admitted as students in normal schools.

50. Parents' League of the District of Columbia: Against the employment of married women as teachers and against their admission to the normal schools. The Parents' League makes reply to all the nine questions raised at conference of May 23, all in opposition to married women. (1) Married women exerted a wrong influence over single girls; (2) against completion of normal school course, if a student marries; (3) debar her from appointment if marrying in the interim between graduation and appointment; (4) debar the married woman from examinations; (5) the single teacher, on marrying, should resign; (6) refuse reinstatement to the married applicant—she bars the single eligible; (7) if marrying while on leave, refuse reinstatement; (8) teacher given maternity leave should not be reinstated. The babe needs her care; (9) married women should be required to resign.

51. Park View Parent-Teacher Association: Efficiency alone should govern employment of teachers. There should be no rule prohibiting employment of married women, or as students in the normal schools.

52. Peabody-Hilton Parent-Teacher Association: (1) That no married woman be admitted to normal school; (2) that a married woman be ineligible for appointment in the teaching corps; (3) that married women now in the service be allowed to continue in the service unless they go out under the maternity act; (4) that having gone out under maternity act, she shall not be reinstated; (5) that if left a widow she may be appointed if eligible.

53. Petworth Citizens' Association: No changes should be made in the rules and regulations of the Board of Education concerning the marital status of teachers.

54. Petworth Home and School Association: A teacher should be chosen because of efficiency regardless of whether she is married or not.

55. Petworth Woman's Club: Favors retention of married women who are efficient as teachers or as students in the normal schools.

56. Pierce-Webb Parent-Teacher Association: Against married women as teachers or as normal-school students. For continuance of married women now in service or given maternity leave. Against married women taking examinations.

57. Powell Junior High School Parent-Teacher Association: The fact that a teacher is married does not necessarily affect her efficiency as a teacher and should not be made the basis of a decision as to her employment.

58. Public Interest Association of East Washington: In favor of married women as teachers and as students in the normal schools.

59. Reservoir and Conduit Road Parent-Teacher Association: Believes that efficiency and broad-minded understanding of child problem is the paramount factor.

60. Rhode Island Avenue Citizens' Association: Indorsement of present policy of the board to employ and maintain an efficient corps of teachers regardless of sex or marital state.

61. Shaw Junior High School Parent-Teacher Association: To exclude a woman teacher from the school because she is married is discriminatory. The married women make as efficient teachers as the single. To exclude a married woman from the normal school is selfish and is inadvisable. The woman should not forego an education because she is married.

62. Sixteenth Street Heights Citizens' Association: Favors employment of teachers on basis of efficiency, with due consideration to their preparation and success as teachers, without regard to their domestic affairs.

63. Southwest Civic Association: Opposed to further appointment of married women teachers or further admitting them in the normal schools.

64. Stanton Parent-Teacher Association: In favor of married teachers.

65. Stevens Parent-Teacher Association: Moral, physical, and educational fitness should determine appointment; marriage should not bar any woman from the service.

66. Tenley-Janney Parent-Teacher Association: Approves the status of married teachers; motherhood a benefit rather than a hindrance.

67. Truesdell Parent-Teacher Association: To preclude married women as teachers from our public-school system would be unfair sex discrimination. No reason for making any change in the status of married women in the public schools.

68. Weightman Parent-Teacher Association: Efficiency should be the controlling factor in the selection of teachers.

69. West School Parent-Teacher Association: Satisfied with the custom of having married teachers in the public schools.

70. Wormley Parent-Teacher Association: Not sufficiently informed as to teaching records of married women to justify our opinion.

Respectfully submitted.

HARRY O. HINE, *Secretary.*

## 7. TRANSFER OF TEACHERS FROM SALARY CLASS 3A TO SALARY CLASS 2C

For the information of those concerned, the important action taken by the board at its meeting of January 18 is here recorded. The report is taken directly from the minutes of the meeting of the board.

The superintendent brought to the attention of the board certain difficulties which concern the administrative officials in the organization of the schools, hereinafter set forth in detail and resulting in an order.

The changing enrollment of the high and junior high schools and the fact that no additional salaries were granted by Congress in the current appropriation bill make it necessary to bring about certain teacher adjustments in order to organize efficiently the high and junior high schools.

The taking over by the increasing number of junior high schools of the ninth grade, formerly regarded as the first year high school, has caused in some cases an excess of teachers in the senior high schools, with a corresponding shortage of teachers in the junior high schools where such ninth-grade pupils must be instructed. In some instances it appears that the most efficient organization of the schools would demand a withdrawal of the excess of teachers from the senior high school and the employment of such teachers for a limited time at least in the work of instructing pupils in the junior high schools. This transfer of teachers can be accomplished under our existing salary regulations without loss of salary to the teacher involved, and it will be easily possible to protect the teacher so transferred in her right to return to service in the senior high school when need develops for the service of such teacher.

The superintendent, therefore, respectfully recommends to the Board of Education the passage of the following order:

"Ordered, That when in the opinion of the first assistant superintendent of schools concerned there exists in the senior high school system an excess of teachers in any subject and a shortage of teachers in the same or closely allied subjects exists in the junior high school system, this official may recommend to the superintendent of schools the transfer of a teacher on 3A salary from service in the senior high schools to the position of teacher on 2C salary in service in the junior high schools. Upon the receipt of such recommendation, the superintendent of schools may direct the teacher, whose transfer is recommended, to appear before the board of examiners, and said board shall make inquiry into the qualifications of the teacher concerned for rendering satisfactory service in the subjects to be taught in the junior high schools. Upon the submission of a favorable report in regard to the qualifications of the teacher whose transfer is recommended, the superintendent of schools is hereby authorized to transfer such teacher from service in the senior high schools to service in the junior high schools: *Provided*, That the transfer of a teacher from a senior high school assignment at 3A salary to a junior high school assignment at a 2C salary may be made without financial loss to the teacher so transferred: *Provided further*, That the teacher so transferred from a senior high school assignment to a junior high school assignment shall enjoy a preferred right to a reassignment to a senior high school when a vacancy occurs in a senior high school in a subject for which such teacher is qualified.

"When this order was read Mr. Gilligan asked the privilege of studying its provisions to determine its legal aspects. This was agreed to provided he



express an opinion by January 21 and notify the secretary so that a poll of the members might then be taken. Such study was made by Mr. Gilligan, who found no objections thereto. The poll of the board followed at once with six members reached all voting for the adopting of the order."

#### 8. MODIFICATION AND EXTENSION OF FUNCTIONS OF DIRECTORS OF SPECIAL SUBJECTS

On February 7, by executive order the superintendent defined the functions of the several directors as indicated, to take effect at once. The functions of directors were extended to cover the vocational schools and the senior high schools.

##### DOMESTIC ART

Miss Ida O'Neal, Divisions I-IX.

Supervision of domestic art in elementary schools, vocational schools, and junior and senior high schools.

##### DOMESTIC SCIENCE

Miss Emma S. Jacobs, Divisions I-IX.

Supervision of domestic science in elementary schools, vocational schools, and junior and senior high schools.

##### HOUSEHOLD ARTS

Mrs. Julia W. Shaw, Divisions X-XIII.

Supervision of domestic art and domestic science in elementary schools, vocational schools, junior and senior high schools, and normal school.

##### DRAWING

Miss Ethel Bray, Divisions I-IX.

Supervision of drawing in elementary schools, vocational schools, junior and senior high schools, and normal school.

Miss Rose L. Nixon, Divisions X-XIII.

Supervision of drawing in elementary schools, vocational schools, junior and senior high schools, and normal school.

##### MANUAL TRAINING

Mr. John A. Chamberlain, Divisions I-IX.

Supervision of manual training in elementary schools, vocational schools, junior and senior high schools.

Mr. O. W. McDonald, Divisions X-XIII.

Supervision of manual training in elementary schools, trade schools for boys, and normal school. (The head of the department of applied science supervises manual training in junior and senior high schools.)

##### MUSIC

Dr. Edwin N. C. Barnes, Divisions I-IX.

Supervision of music in elementary schools, vocational schools, junior and senior high schools, and normal school.

Mr. A. H. Johnson, Divisions X-XIII.

Supervision of music in elementary schools, vocational schools, junior and senior high schools, and normal school.

##### PHYSICAL TRAINING

Dr. Rebecca Stonerod, Divisions I-IX.

Supervision of physical training in elementary schools, vocational school for girls, and for girls in junior and senior high schools, and normal schools. (The head of the department of physical training will supervise the physical training of boys in junior and senior high schools.)

Miss Anita J. Turner, Divisions X-XIII.

Supervision of physical training in elementary schools, vocational schools for girls, and normal school. (The head of the department of physical training supervises physical training in junior and senior high schools.)

## 9. ESSAY CONTESTS IN THE SCHOOLS

At the meeting of the board, held February 15, the superintendent submitted the following report, which was unanimously approved by the board:

From time to time the superintendent is asked to approve the inauguration of essay contests sponsored by organizations of various kinds. A number of such contests have from year to year been authorized. Some of them have proven of sufficient importance to be continued; others have not been so successful.

In general, the superintendent is of the opinion that teachers and officers feel that the number and character of such contests is such that regular school work is materially interfered with. From the educational point of view the value of some of these contests is very seriously questioned by the school officials.

From the point of view of the public, and particularly the activities of the various organizations which organize and promote these essay contests, some of them may be desirable despite the minimum of educational value which accompany them.

Since these essay contests may possess some public, rather than educational value, the school officials would like to consider with the Board of Education the whole problem of essay contests. The superintendent brings this matter to the attention of the board, with the hope that the board will authorize the appointment of a committee of the board to investigate the whole problem and make recommendations to the Board of Education for the approval of the board and the guidance of the administrative officers.

At the meeting of the board held May 2, the special committee presented the following report, which was approved by the board:

Your committee, authorized and instructed by the board to consider and report on the matter of prize-essay contests in the schools, begs leave to submit the following report:

In general, the committee is of the opinion that the number and character of the essay contests carried on, or proposed to be carried on, in the schools, has reached the point where they seriously interfere with the educational program of the schools. Under these circumstances the committee is of the opinion that as a rule prize-essay contests should not be permitted in the schools.

The committee recognizes that there may be essay contests which might be authorized on certain conditions:

1. The contest should have such a direct relationship to the regular course of study in the schools as to make such a contest of real educational value and interfere little, if any, with the regular educational program.

2. Any essay contest authorized in the schools should be conducted under such rules and regulations as the school officials may prescribe, to the end that such contest shall serve a real educational purpose.

In order to promote the handling of the proposal for essay contests the committee deems it desirable that a standing committee of the board be constituted for that purpose, and suggests the desirability of abolishing the present standing committee of the board on athletics and playgrounds.

In conclusion the committee recommends:

1. That the matter of abandoning the committee on athletics and playgrounds and constituting in lieu thereof a committee to deal with the matter of essay contests and allied subjects be referred to the standing committee on rules of the Board of Education for consideration and report.

2. That the report of the committee regarding essay contests be approved.

Respectfully submitted.

H. BARRETT LEARNED,  
MARY A. McNEILL,  
CHARLES F. CARUSI,

*Special Committee on Prize Essay Contests.*



Subsequently, on May 16; the committee on rules offered the following report, which was adopted by the board:

In accordance with the rules of the board, Chapter I, article 5, section 3, and article 8, your committee on rules recommends that the name of the committee on athletics and playgrounds authorized in Chapter I, article 4, be changed to the committee on student activities and that it shall have charge of matters relating to:

1. Essay contests.
2. The award of military commissions.
3. Scholarships to high-school graduates.
4. All pupil organizations.
5. Other similar supplementary school activities.

Notice of this report has been sent to all members of the board one week prior to this stated meeting of the board, in accordance with the rules.

#### 10. DISTRICT OF COLUMBIA MINIATURE AIRCRAFT TOURNAMENT

The following circular, issued by the superintendent on March 7, 1928, to principals of elementary, junior, and senior high schools, indicates the program organized by the community center department and approved by the Board of Education:

The building and flying of model aircraft has contributed many valuable facts to the science of flying and, since the first man-flight in 1903, has been a beneficial sport among boys throughout the world, but particularly in America. It provides the youth of to-day with an educational recreation which will be an important factor in American aviation, because from these model builders of to-day will come the aircraft designers, manufacturers, and pilots of to-morrow.

Washington, Capital of the Nation that gave wings to man, is encouraging its youth in this worthy sport by the conduct of the District of Columbia miniature aircraft tournament, following the procedure laid down by the Playground and Recreation Association of America for the national playground miniature aircraft tournament. The national tournament, which will be conducted in Atlantic City on October 8 and 9, is in charge of a committee of which Orville Wright is chairman and Col. Charles A. Lindbergh is associate chairman.

The local tournament has the approval of the Board of Education, the department of municipal playgrounds, the office of Public Buildings and Public Parks, and is under the immediate supervision of the community center department. The committee organized to administer the competitions and to certify the local records is as follows:

Hon. Sidney F. Taliaferro, honorary chairman.

Maj. Gen. Mason M. Patrick, executive chairman.

George W. Lewis, vice chairman.

Paul Edward Garber, technical adviser.

Sibyl Baker, secretary.

Porter Adams, chairman committee on awards.

C. F. Schory, chairman committee on judges.

Lawrence E. Williams, chairman committee on finances.

Bess Davis Schreiner, chairman committee on publicity.

Henry Berliner, Potomac Flying Service.

Henry K. Bush-Brown, artist.

John A. Chamberlain, supervisor department of manual training, District of Columbia public schools.

E. F. Concklin, special assistant to Director Public Buildings and Public Parks.

Maj. Gen. James E. Fechet, Chief Army Air Corps.

Walter Hinton, Aviation Institute of the United States.

Mrs. H. L. Hodgkins, Board of Education.

William P. MacCracken, jr., Assistant Secretary for Aeronautics, Department of Commerce.

Roy L. Neuhauser, community center council.

Mrs. Susie Root Rhodes, supervisor municipal playgrounds.

Edward P. Warner, Assistant Secretary for Aeronautics, Navy Department.

Representatives of five daily newspapers.

To give the tournament the highest educational value a progressive series of meets is planned, offering a course in the elemental principles of aeronautics. The performance of the various types of miniature aircraft will be demonstrated and official records kept of such performance. The active cooperation of Paul Edward Garber, curator of aeronautics of the Smithsonian Institution, of officials of the National Aeronautics Association, and of the Capitol Model Aero Club, which has been making miniature aircraft for 15 years, insures to our young people the best teaching in the basic principles of aeronautics. It is hoped that the contest will stimulate originality and invention in the construction of aircraft.

It should be understood that the aircraft constructed and tested are miniature, the maximum size eligible for the test being 40 inches in wing spread.

All boys and girls up to 21 years of age who live in the District of Columbia are eligible to compete in the tournament. No membership in any club or league is required. Suitable awards will be made to the contestants. Details as to these awards will be made later. Offers of awards have been referred to the subcommittee on awards for consideration. The offer of the Washington Post to pay the expenses of three winners in the local contests to a contest to be held in Detroit in June is now in the hands of the subcommittee on awards.

#### 11. LEAVE OF ABSENCE OF TEACHERS PRIOR TO THE CLOSING DAY OF SCHOOL IN JUNE

For various reasons each year teachers ask for leave of absence before the closing day of school. The variety of these reasons will be indicated by the following: To teach in summer schools; to attend summer sessions of universities; to read papers for the college entrance examination board; to make an extended tour of Europe; to attend a national sorority meeting; and to a national Sunday-school association meeting as a delegate.

While a teacher's teaching program for the year may have been covered, much other work must be completed by each teacher, such as recording the marks of pupils, preparing a record of books furnished pupils, and meeting parents about marks given a pupil or about the future educational program of a pupil. Principals report serious embarrassment when teachers are absent during the closing days of school.

The matter was brought up for consideration by a member of the board at the meeting of October 19, and the superintendent indicated his willingness to follow any policy that is consistent with the welfare of the pupils, who are first in importance.

The superintendent laid the matter before the teachers' council for consideration and recommendation. The council appointed a committee of its members to study and report on the matter. The committee made the following report, which was formally approved by the council, and when presented to the Board of Education on March 19 by the superintendent, the report was approved in principle; i. e., subject to necessary limitations required by the statutes or by the board's rules.

##### *To the President and Members of the Teachers' Council:*

The committee appointed to study and report upon conditions determining the granting of requests by teachers or officers for a short leave of absence prior to the closing of school in June, wishes to submit the following report:

The committee, appreciating the point of view of administrative officers, brought about by the many difficulties resulting from absence of teachers or officers at this time of the school year, unanimously supports the statement of the general policy made by the superintendent and indorsed by the principals of both grade and high schools, that no leave of absence for a short period prior



to the closing of school in June, be granted to teachers or officers except as hereinafter provided.

The committee believes, however, that there are specific cases in which the school system may so definitely profit by such granting of leave for educational purposes as to warrant the setting aside of the general rule. It therefore makes the following recommendations:

1. That leave of absence be granted to a teacher or officer to study in a university, college, or school opening before the closing date of the school year, provided that the teacher or officer can demonstrate a special advantage to the school system to be gained from enrolling in such university, college, or school.
2. That leave of absence be granted to a teacher or officer to teach in a summer school, provided that he can demonstrate that such teaching will be of definite value to his work in the Washington public schools.
3. That leave of absence be granted to a teacher or officer to read for the college entrance examination board when the readers in his subject are called prior to the closing of the schools in June, provided he can demonstrate such reading to be beneficial to the system.
4. That leave of absence granted for any of these purposes is not to exceed five school days prior to the closing day in June.
5. That the teacher or officer granted leave of absence to study be permitted to put a substitute in his place, who shall be paid, through the proper administrative or supervisory officer, at the rate of pay fixed by the Board of Education for each day of actual service.
6. That the teacher or officer granted leave of absence to teach in summer schools or to read for the college entrance examinations board be granted leave of absence without pay for the actual days of leave, and be given the remainder of his compensation for the month of June.
7. The committee indorse the recommendation made by the principals that a committee on which teachers and principals have representation be appointed by the superintendent to consider the granting of such leaves of absence as are specified above. It further recommends that teachers desiring such leave submit to the superintendent with their applications a written statement of their reasons for applying for such leave, such application and statement, after approval, to be filed in the office of finance and accounting.

LOLA M. HUTCHINS, *Chairman.*

In accordance with the recommendations of the council, approved by the board, the superintendent appointed the following committees to make recommendations to the superintendent on applications for leave:

Elementary schools: Mrs. J. F. Hilder (chairman), Miss M. F. Matthews, Miss C. A. D. Luebker.

Junior high schools: Miss Ann Keliher (chairman), Mr. W. L. Savoy, Mr. H. P. Safford.

Senior high and normal schools: Mrs. Lola Hutchins (chairman), Mr. George H. Murray, Mr. Frank C. Daniel.

The plan worked out successfully and five elementary-school teachers, one junior high school teacher, and eight senior high and normal school teachers were given leave in June, 1928.

## 12. POLICY ON ADOPTION OF TEXTBOOKS WRITTEN BY LOCAL AUTHORS

At the meeting of the board held March 21 the superintendent presented the following special report, which was approved by the board:

In connection with the report of the superintendent of schools revising and extending the list of textbooks and supplementary books authorized for use in the public schools of the District of Columbia, I desire, in this special report, to call the attention of the Board of Education to the matter of the adoption of textbooks for use in the Washington schools which have been written by teachers and officers in the Washington school system, and to recommend to

the board a policy regarding this matter to be followed by the superintendent of schools and the Board of Education hereafter in the approval of such textbooks.

How to handle textbooks written by teachers or officers in the Washington school system presents an important problem. Usually textbooks written by local authors are peculiarly well adapted to the local courses of study and conform closely to the local point of view of teaching the subjects covered by the texts.

In view of the professional relationship of the local authors to their colleagues in the school system, their books may seem to receive preferential consideration among available textbooks under consideration for adoption. Moreover, the extensive use in the Washington school system of books prepared by local authors results in a substantial financial profit to the authors.

I have been told that some superintendents who are authors of reputable textbooks have not permitted their use in the school system with which they are identified. They have taken this position in order to avoid all possible criticism whether of a professional or of a financial character.

I have been told also that other superintendents have permitted the use of their textbooks, but have declined to accept any royalties from the sales of books within their respective cities. Obviously this removes any possible criticism of the use of said books from a financial point of view. It does not seem to me that either one of these procedures wholly meets the situation.

In the first instance, the school system ought not, in my judgment, to be deprived of the use of a satisfactory textbook solely because it is written by an employee in the school system that is to use it.

In the second instance, in my judgment, a local author should not be deprived of the financial fruits of his labors by having to forego royalties.

However, because of the delicacy of the situation, I have felt it desirable to call your attention to the fact that there are now several books on the market written by local authors and it would appear that the number of such books is likely to increase rather than to decrease. I am, therefore, offering for your consideration the following plan of procedure in such cases.

#### PROPOSED PLAN

In order that exceptional care may be exercised in the adoption of textbooks for use in the schools of Washington, written by local authors; in order that the school system may not be deprived of the use of such books if they are worthy, and in order that local authors may have equal chances with other authors in the profits from the sale of their books in Washington, the superintendent proposes the following plan of procedure for the adoption of such books.

In substance, it is proposed that the Board of Education, should not rely exclusively upon the investigation of the several textbook committees and the recommendation of the superintendent of schools, but should submit books by local authors to an agency outside of the public-school system for the expression of a professional opinion as to the merits of the books concerned.

Specifically the procedure recommended is as follows:

1. Textbook committees made up of teachers and officers would review the comparative merit of books in use and new books published on the various subjects; would compare them and finally recommend to the superintendent of schools new books for adoption and the discontinuance of books now in use. This is the present procedure.

2. The superintendent of schools, as now, would review such books and submit his recommendations to the Board of Education.

3. The new step herein proposed is this:

That the Board of Education submit the books by local authors either to the United States Bureau of Education or to the research department of the National Education Association, with the request that that organization submit a professional judgment to the Board of Education, indicating whether said books are among the leading books in their respective subjects and hence worthy of adoption in the Washington school system.

The Board of Education would not take action on the superintendent's recommendations concerning such texts unless and until a favorable report had been received on such books.

The adoption of the aforementioned procedure would be fair not only to the local authors but also the school system. It would also be a means of reassuring



the Board of Education that the recommendations of the textbooks committees and of the superintendent of schools are based on merit, are in the interests of the school system, and are not prompted by any consideration other than professional.

### 13. ACCEPTANCE OF GIFTS TO SCHOOLS

The matter of acceptable and nonacceptable gifts to public schools continued to have the consideration of the Board of Education during the school year 1927-28. The progress that has been made during the year in establishing a reasonable policy regarding this matter will be found in Superintendent's Circular No. 55, issued April 16, as follows:

*To school officers and principals:*

At the meeting of the Board of Education held on March 21, 1928, a report was submitted by the committee on buildings, grounds, and equipment of the Board of Education relative to the policy to be followed in the acceptance of gifts for public-school buildings. This report was approved by the Board of Education. The provisions of the report are submitted for your observation and guidance in accepting gifts.

1. That principals of buildings be authorized to accept the following gifts:

- Balls—base, basket, foot, playground, and soccer.
- Balopticons.
- Banners.
- Bats.
- Bars, chinning.
- Beams, balance.
- Blackboards, portable.
- Blankets.
- Blocks, building.
- Boards, balance and building.
- Bulbs, for beautification of grounds.
- Cases, pillow.
- Chairs, for teachers' rooms.
- Charts, for eye tests.
- Chinaware, for teachers' rooms.
- Cleaners, eraser.
- Cookers, fireless, for teachers' rooms.
- Couches, for teachers' rooms.
- Covers, couch and table, for teachers' rooms.
- Curtains, for teachers' rooms.
- Cushions, chair, for teachers' rooms.
- Cutlery, for teachers' rooms.
- Cutters, paper.
- Dishes, for teachers' rooms.
- Evergreens, for beautification of grounds.
- Ferneries, for teachers' rooms.
- Fertilizer, for grounds.
- Gloves, baseball.
- Linen, for teachers' rooms.
- Machines, gelatin roll duplicating.
- Markers, playground.
- Needles, victrola.
- Nets, tennis and volley ball.
- Pads, couch, for teachers' rooms.
- Pennants.
- Percolators, for teachers' rooms.
- Pillows, for teachers' rooms.
- Plants, for beautification of grounds.
- Poles, tether ball.
- Quoits.
- Records, victrola.
- Rackets, tennis.
- Rockers, for teachers' rooms.

Rolls, music, for player pianos.  
 Ropes, jumping.  
 Scales, weighing.  
 Seeds, for grounds.  
 Settees, for teachers' rooms.  
 Shrubs, for beautification of grounds.  
 Silverware, for teachers' rooms.  
 Slides, stereopticon.  
 Stereographs.  
 Stereoscopes.  
 Stereopticons.  
 Tables, for teachers' rooms.  
 Trees, for beautification of grounds.  
 Victrolas.  
 Watches, stop.

2. That all equipment authorized to be accepted shall be of approved types, and if operated by electrical current shall be accepted with the understanding that it shall be operated from regular outlets and not from lighting circuits.

3. That immediately upon the acceptance of any of the foregoing gifts the principal of the building shall submit a report showing the gift accepted and the donor thereof to the assistant superintendent in charge of business affairs, and on the basis of these reports a record of all gifts so accepted shall be submitted to the Board of Education.

4. That principals of buildings and school officials shall not accept any gift other than as herein specified without first having secured the authority of the Board of Education.

In submitting the foregoing recommendation the administrative officers realize that the list may not be complete and will be subject to additions from time to time. Further recommendations for extending this list will be submitted to the Board of Education.

#### 14. STATUS OF SCHOOL MATRONS

On April 4, 1928, the Board of Education received the proposal that the classification of the school matrons be changed from their present status in the custodial staff to a classification in the subprofessional group, grade 2, job 14, title "Hospital attendant; salary, \$1,140 to \$1,500."

This suggestion was referred to the superintendent for investigation and report. The following report was received by the Board of Education at its meeting on April 18, and duly approved by the board:

##### REPORT OF SUPERINTENDENT

At the meeting of the Board of Education held April 4, 1928, the board received a communication from the teachers' union relative to the status of school matrons and referred the same to the superintendent for investigation and report. Accordingly the superintendent makes the following report.

'The communication from the teachers' union is as follows:

"The teachers' union recommends that, inasmuch as the school matrons are performing many duties which are not purely of a custodial character, but more nearly approach those of a practical nurse and welfare worker, that the school matrons be reclassified and put into subprofessional 2-14 in accordance with the civil service salary classification laws.

"Subprofessional group—grade 2, job 14, title "Hospital attendant, \$1,140 \$1,500"

"Under immediate supervision, to perform routine manual tasks involved in the care of hospital patients, as the following: Assisting with the clothing, feeding, and dressing of patients; making beds; cleaning wards, rooms, and corridors; or assisting in the serving of meals in dining rooms and wards.

"Minimum qualifications: Common-school education or equivalent."

"The teachers' union makes this recommendation because the school matrons by being reclassified and put into subprofessional 2-14 would receive a larger salary, to which the varied character of their duties and the splendid service



rendered by this fine body of women entitle them, and they would no longer be a part of the custodial group, to which they do not properly belong."

The proper classification of school matrons has been a subject of consideration by the Board of Education and the school officials on several occasions during the past few years. A school matron is employed in each of our high and junior high schools and in the normal schools. The duties of the matrons are prescribed by the Board of Education in section 5, paragraphs 1 and 2, of Chapter VII, as follows:

"SEC. 5. 1. The matron shall be in charge of and responsible for the care of the emergency room, shall render first aid to pupils and employees, and shall be responsible for the supervision of the cleanliness and sanitation of the rooms set aside for the exclusive use of girls.

"2. The matron shall be subject to the orders of the principal of the building." The employees serving under the Board of Education are in general classified into three groups:

1. Officers and teachers, whose salaries are established by the teachers' salary act of June 4, 1924.

2. The clerical staff of the school system, whose salaries are established in the reclassification act.

3. The custodial staff, whose salaries are likewise fixed in the reclassification act.

The salaries for matrons have always been and now are carried with the salaries for the custodial staff. However, as the rules provide, the matron is under the supervision and direction of the principal of the building.

Two questions arise: Whether it is undesirable to have the matron's salaries carried with the salaries for the custodial staff, and, if so, where they should be carried in the school budget.

The recommendation of the teachers' union appears to be on the assumption that the matrons are now not properly classified, and that they should receive a higher salary than they now receive.

Since there are only three general groups of employees under the Board of Education, if the salaries of matrons are not carried with the salaries of the custodial staff the question arises as to whether such salaries should be carried with the salaries of clerks or with the salaries of teachers and officers. Obviously the matrons do not belong with the clerical staff or with the professional staff of the school system.

As has already been indicated, the teachers' union proposes that matrons be classified as hospital attendants. A comparison of the definition of functions prescribed in the rules of the Board of Education, clearly shows that matrons are not performing the functions expected of hospital attendants, and some of them may not be qualified to perform such service. The matron's duties are not chiefly or in reasonable measure any of the following functions of a hospital attendant:

"Assisting with the clothing, feeding, and dressing of patients; making beds; cleaning wards, rooms, and corridors; or assisting in the serving of meals in dining rooms and wards."

Another important consideration is brought to your attention in connection with this proposal. Hospital attendants constitute a subprofessional group directly related to the medical service of a hospital. If the matrons are to be classified as hospital attendants, it may be reasonably asked why they should not come under the supervision and direction of the medical inspectors of the Health Office rather than under the supervision and direction of the principals of buildings.

In conclusion, and because of the consideration outlined above the superintendent is of the opinion that the matrons should not be classified as hospital attendants.

## 15. CONSOLIDATED LIST OF NORMAL-SCHOOL GRADUATES IN LIEU OF CLASS OF 1929

At its meeting on April 18, the attention of the Board of Education was called to the fact that there will be no graduates from our normal schools for June, 1929, owing to the extension of the course from two years to three years.

It was suggested in the communication that in appointing elementary-school teachers for the year beginning September 1, 1929, the classes of 1924, 1925, 1926, 1927, and 1928 be considered. While it was generally understood that this would be the practice under the rules of the Board of Education, the matter was referred to the superintendent who, at the meeting on May 2, presented to the board, through the rules committee, a special order as follows:

#### SPECIAL ORDER

The superintendent of schools directs the attention of the Board of Education to the following facts in regard to the Washington normal schools:

There will be no graduating classes from the Washington normal schools in June, 1929. The eligibility of the class of February 1, 1929, of the Wilson Normal School will extend through January 31, 1930. There will be no graduating class from the Miner Normal School in February, 1929.

Accordingly, the superintendent of schools submits the following recommendation for the approval of the Board of Education:

Ordered, that beginning July 1, 1929, and extending to the graduation of the class of June, 1930, for the Miner Normal School, and beginning February 1, 1930, for the Wilson Normal School, appointments of graduates of the Washington normal schools to the elementary schools shall be made as follows:

In order of rank from a consolidated list of Washington normal-school graduates of the five preceding years, who have never been appointed to teach in the public schools of the District of Columbia, arranged in order of their ratings on graduation irrespective of the date of graduation.

The aforementioned order was unanimously approved by the committee on rules and likewise approved by the Board of Education.

### 16. THE FUNCTIONS OF THE RESEARCH DEPARTMENTS

For purposes of record, and in order that all persons interested may have information readily accessible regarding the educational research departments, Superintendent's Circular, No. 65, issued May 4, 1928, is here included:

*To all administrative and supervisory officers:*

For the information and guidance of all administrative and supervisory officers I am submitting the following statement on the functions of the educational research departments in Divisions I-IX and Divisions X-XIII in the school system of Washington. This statement has been discussed thoroughly with the assistant superintendents and was approved unanimously by the superintendent and his associates.

Educational research in Washington is systematically organized and carried on under the supervision of two assistant superintendents, one in Divisions I-IX and one in Divisions X-XIII. Previous to July 1, 1923, educational research was carried on under the supervision of two supervising principals.

Testing of children has always been carried on at the request of building principals or supervising principals. No tests have been organized and carried on in any schools without the approval of the responsible administrative or supervisory officer.

Requests for testing have become so general throughout the school system that the resources of the departments of educational research are insufficient to carry on this work and other work of equal importance. Many problems relating to methods of teaching, organization of children, and general administration should be the subject of study by the research departments. Standard tests measuring educational progress of children, rather than general intelligence, should receive more attention than can be given them under present circumstances.



During the period of introduction of intelligence tests and standardized achievement tests into the schools of Washington much of the time of the officers in charge of educational research has been devoted to personal conferences with teachers, principals, and supervising principals. These conferences have always been held at the request of such teachers and principals.

This has been done in order that field officers might familiarize themselves with the nature of the tests and the meaning of the results. In addition to this, conferences with principals of schools have been primarily for the purpose of considering how the results of the tests may be most advantageously utilized in the organization of pupils into more homogeneous classes.

In the consideration of educational research it should be borne in mind at all times that the testing of children is not an end in itself, but is a means of securing competent information about the children, to the end that their instruction may be made more efficient.

From the general review of the situation it would appear that the time has arrived when the research departments would be justified in giving less attention to conferences with individual teachers and school officers and more attention to providing such officers with additional results of research work. This can be done on the assumption that supervising principals and principals of elementary schools have become sufficiently familiar with the testing and the results of testing as to be able to use those results effectively in the organization of their respective schools.

It should be understood that it is not proposed to withdraw all of the advice and counsel of those in charge of educational research from principals of schools, supervising principals, and assistant superintendents. It is, however, contemplated that this advice and counsel shall be materially reduced, and shall be provided only where needed, to the end that the responsibility for the organizing of classes in our elementary schools shall rest with the supervising principal and his building principals, as provided in the rules of the Board of Education and as required by principles of efficient management of elementary schools.

To carry out the general administrative policy indicated above will mean that the functions of the assistant superintendents in charge of educational research will be substantially as follows:

1. That it shall be their function within their respective schools to organize and conduct such examinations as they are requested to conduct; tabulate the results of such tests, and report those results to the building principals or the supervising principals.

2. That the assistant superintendents in charge of educational research shall advise with building principals or supervising principals when requested to do so as to the meaning of the results of the tests and their significance in the organization of classes. The assistant superintendents in charge of educational research shall furnish this advice under such conditions as to make it clear to all parties concerned that they are not trespassing upon the function of the supervising principal as stated in the following rule (Ch. III, sec. 7):

"He shall organize the classes within the several school buildings of his division, classify the pupils in the various grades, and assign teachers to classes."

3. That the utilization of supplementary elementary-school teachers or regular classroom teachers by those in charge of educational research in the giving of tests or in the tabulation of results shall be only to the extent that such participation on the part of teachers will be directly beneficial to said teachers in their teaching assignments.

4. That educational research in Washington shall be carried on in general as a fact-finding process, and that the assistant superintendents in charge of educational research shall not assume any responsibility or be held responsible for the utilization of such testing results in the organization, administration, and supervision of the schools.

5. That the assistant superintendents in charge of educational research will consider with the superintendent and the other assistant superintendents the formulation of a well-balanced plan for the research departments, covering the giving of intelligence tests and standardized achievement tests, and the study of administrative problems.

\* \* \* \* \*

The superintendent suggests that each officer discuss the contents of this statement with his teachers.

## 17. TEACHERS' INSTITUTE

The teachers' institutes are conducted under the auspices of the Teachers' Council. The expenses of the institutes are defrayed by voluntary contributions from teachers and officers. The institute lectures are of two classes—general lectures of interest to all teachers and officers and lectures on special subjects which are for limited groups of teachers.

## GENERAL LECTURES

Date	Subject	Speaker
Nov. 16, 1927....	The Significance of Individual Differences Among Children.	Dr. Frank W. Ballou, superintendent of schools, Washington, D. C.
Dec. 15, 1927.....	The Attainment of Classroom Efficiency.	Dr. Florence E. Bamberger, Johns Hopkins University.
Apr. 19, 1928....	Curriculum Revision.....	Dr. W. W. Charter, University of Chicago.
Apr. 24, 1928....	The Improvement of Teachers in Service.	Dr. Frank W. Ballou, superintendent of schools, Washington, D. C.
May 8, 1928.....	Vocational and Educational Guidance...	Asst. Supt. Richard D. Allen, Providence, R. I.

## SPECIAL LECTURES

Oct. 15, 1927.....	The Relation of Physical Measurement to Health and Personality.	Dr. Phillip Rice, New York City.
Feb. 20, 1928..	Modern Language Teaching in Junior and Senior High Schools.	Asst. Supt. Wm. B. Snow, Boston, Mass.
Mar. 15, 1928.....	Public School Music.....	Prof. P. W. Dykema, Teachers College, N. Y.
Mar. 28 29, 1928	Unification of Kindergarten and First Grade Education.	Miss Patty Smith Hill, Teachers College, N. Y.
May 15, 1928..	Mathematics in the Junior and Senior High Schools.	Prof. John R. Clark, New York University.

## 18. FIELD DAY OF PHYSICAL-TRAINING DEPARTMENT DIVISIONS X-XIII

At the meeting of the Board of Education held February 15, the board authorized the physical-training department of Divisions X-XIII to hold a public exhibition of physical-training work of the elementary schools. Authorization was also given to charge a general admission fee of 25 and 50 cents to defray the expenses, any surplus to be reserved for the future use of the physical-training department.

Accordingly, on Thursday, May 24, 1928, at 2.30 p. m., the following program was carried out:

## PROGRAM

## First grades—Dances:

- (a) Yankee Doodle (American).
- (b) Chimes of Dunkirk (Scotch).

## Second grades—Indian lesson:

- (a) Signaling friends to hunt.
- (b) Looking for game.
- (c) Walking through tall grass.
- (d) Shooting bow and arrow.
- (e) Paddling home.
- (f) Chopping wood.
- (g) Dancing around fire.



## Third grades—Maypoles:

## Colors—

Normal school, blue and white.  
Divisions 10, 11, pink and white.  
Division 13, green and white.

## Fourth grades—Games:

Shuttle relay.  
Dodge ball.  
Snatch dumbbell.  
Streets and alleys.  
Straddle ball.  
Straddle ball with line interference.  
Stunts (led by normal-school students).

## Fifth grades—Dutch dance:

Wooden shoes (Louis Chalif).

## Sixth grades—Mimetic exercises:

- (a) Archery.
- (b) Putting the shot.
- (c) Holsting sail.
- (d) Swimming.
- (e) Golf drive.
- (f) Running.

## Seventh and eighth grades—Weaving dance (Swedish).

Normal school Spanish dance.

Jota Aaragonesa (Louis Chalif).

## 19. THE PASSAGE OF A NEW CHILD LABOR LAW

A new child labor law was passed by Congress and approved by the President May 29, 1928, to take effect on the 1st day of July, 1928. The most essential provisions of this law were issued by the director of school attendance and work permits on June 27, 1928, as follows:

## PROVISIONS OF THE NEW CHILD LABOR LAW

[An act to regulate the employment of minors in the District of Columbia. Public act 618. Effective July 1, 1928]

## AGE REGULATIONS

No child under 14 years of age shall be employed in any gainful occupation with the exception that boys 10 years of age and over may be employed outside of school hours in the distribution of newspapers and boys 12 years of age and over may be employed in the sale of newspapers.

No boy under 12 years of age and no girl under 18 years of age shall distribute, sell, or expose or offer for sale any newspapers, magazines, periodicals, or any other article of merchandise of any description or distribute handbills or circulars in any street or public place, or exercise the trade of bootblack in any street or public place; except boys 10 years of age and over may engage in the distribution of newspapers, magazines, or periodicals on fixed routes.

No minor under 16 years of age shall be employed at any of the following occupations: (1) In the operation of any machinery operated by power other than hand or foot power; (2) in oiling, wiping, or cleaning machinery or assisting therein.

No minor under 18 years of age shall be employed: (1) At operating any freight or passenger elevator; (2) in any quarry, tunnel, or excavation; (3) in any tobacco warehouse or cigar factory or place where tobacco is manufactured or prepared.

No girl under the age of 18 years shall be employed: (1) In any retail cigar or tobacco store; (2) in any hotel or for any apartment house; (3) as an usher, attendant, or ticket seller in any theater or place of amusement; (4) as a messenger in the distribution or delivery of goods or messages for any person, firm, or corporation engaged in the business of transmitting or delivering messages.

No boy under 16 years of age shall be employed in the stuffing of newspapers, nor shall the work of any boy between the ages of 16 and 18 years so employed exceed 40 hours in any one week nor shall he be employed on more than one night in any one week.

#### HOOR STANDARDS

No minor under 18 years of age shall be employed in connection with any gainful occupation more than six consecutive days in any week, or more than 48 hours in any one week, or more than 8 hours in any one day.

No girl under 18 years of age and no boy under 16 years of age shall be employed between the hours of 7 p. m. and 7 a. m., nor shall any boy between the ages of 16 and 18 be employed during the hours from 10 p. m. and 6 a. m.

No male between the ages of 18 and 21 years shall be employed, permitted, or suffered to work as a messenger boy for any person, firm, or corporation, engaged in the business of transmitting or delivering messages between the hours of 12 midnight and 5 a. m., nor shall any female between the ages of 18 and 21 years be so employed between the hours of 7 p. m. and 6 a. m.

No boy under 16 years of age shall be permitted to sell papers, magazines, etc., in any street or public place between the hours of 7 p. m. and 6 a. m.

#### CERTIFICATE REQUIREMENTS

No minor between the ages of 14 and 18 years shall be employed in any gainful occupation unless his employer has procured and keeps on file, accessible to any person authorized to enforce this act, a work or vacation permit.

No boy under 16 years of age shall be employed in the sale of newspapers, magazines, etc., in any street or public place unless he shall have procured and is carrying on his person in plain sight a badge issued by the department of school attendance and work permits.

No permit shall be valid except for the employer named thereon and for the specific occupation designated.

#### PENALTIES

Whoever employs any minor in violation of any of the provisions of the child labor law or any order issued under the act, or interferes with or obstructs or hinders the enforcement of the child labor law; and whoever having under his control or custody any minor permits him to be employed in violation of the provisions of the act shall for the first offense be punished by a fine of not less than \$25 nor more than \$100 or by imprisonment of not less than 10 days nor more than 30 days, or by both upon the discretion of the court; and for the second offense he shall be punished by a fine of not less than \$50 nor more than \$200 or by imprisonment of not less than 30 days nor more than 90 days, or by both at the discretion of the court. Every day during which any violation of this act continues shall constitute a separate and distinct offense.

NOTE.—The term "employed" wherever used shall include employed, "permitted, or suffered to work."

### 20. POLICIES AFFECTING THE ORGANIZATION OF KINDERGARTENS

The following statement of policy was approved by the Board of Education at its meeting June 21, 1928:

The superintendent and his assistant superintendents deem it advisable to adopt the following administrative policies with a view to making more effective the organization and operation of kindergartens:

A. Subject to the availability of a room and a salary, consideration should be given to the establishment of a new kindergarten in a community which can present the names and addresses of at least 30 pupils of kindergarten age who will attend.

B. When the number of children belonging in a kindergarten becomes reduced to less than 25 pupils consideration should be given to whether such kindergarten should be discontinued.

C. When the number of children belonging in a kindergarten has reached more than 40 pupils consideration should be given to whether two teachers should be assigned to such kindergarten.



D. When the number of children belonging in a kindergarten having two teachers becomes reduced to less than 35 pupils one of the teachers may be reassigned to a kindergarten where the number belonging warrants an additional teacher.

E. When the number of children belonging in a kindergarten plus a waiting list has reached more than 55 pupils consideration should be given to whether two groups should be organized for morning and afternoon attendance, respectively, one from 9 to 12, the other from 1 to 4. Under such organization one teacher will work from 9 until 3 o'clock, the other teacher from 10 until 4 o'clock. Thus only one room and two teachers are required.

F. When the number of kindergarten children belonging in a building has reached more than 70 pupils consideration should be given to whether two groups of 45 pupils and 25 pupils, respectively, should be organized. Under this plan two rooms are required, and three teachers, the larger group having two teachers (only one room will be required for these classes if doubled up).

G. When the total kindergarten enrollment in a building has reached more than 80 pupils consideration should be given to whether two groups should be organized, each having two kindergarten teachers. Under this plan each group would be deemed large enough to require two teachers.

#### ASSIGNMENT OF KINDERGARTEN TEACHERS WHEN THE KINDERGARTEN IS NOT IN SESSION

For several years a 5-hour day has been in effect for all teachers of kindergarten and elementary grades. Although the usual kindergarten session is three hours, and although many of the classes of primary teachers are on part time, the teachers of all kindergarten and primary grades have been functioning in one way or another in the educational activities of the building unit when not actually teaching in their respective classrooms. Heretofore the assignment of kindergarten teachers to duties other than those pertaining to their regular activities in kindergartens has depended upon the local conditions and opportunities within their respective buildings, and has depended to some extent upon the ability of the teacher concerned to perform certain special tasks assigned by the building principal. The specialized normal-school training of the kindergarten teacher has not given her the preparation necessary to perform much of the regular work of the primary teacher.

When the new unified kindergarten-primary course has been fully established in the normal schools, kindergarten teachers will be prepared to assume greater responsibilities in the primary grades. Meanwhile, it is deemed advisable by the Board of Education and the administrative officers to define more definitely the procedure for a more systematic use of the time and training of kindergarten teachers when the kindergarten is not in session.

#### APPROPRIATE ASSIGNMENTS FOR KINDERGARTEN TEACHERS

1. Classroom activities: Music, rhythm, and games, physical training, art, and like activities.
2. Building activities: Preparing holiday programs for Flag Day, Christmas, and for other special assemblies; testing and measuring; assisting with class excursions; weighing and measuring pupils; helping in playground work, thrift work, and Junior Red Cross activities.

#### 21. POLICIES AFFECTING TEACHERS OF SPECIAL SUBJECTS IN THE ELEMENTARY SCHOOLS

The following statement of policy was approved by the Board of Education at its meeting January 21, 1928:

The school system of Washington is gradually being reorganized from the former system of eight years of elementary school and four years of high school to a school system consisting of elementary schools of six years, junior high schools of three years, and senior high schools of three years. The development of the 6-3-3 plan of school organization involves the gradual transfer to the junior high schools of all seventh and eighth grade elementary-school pupils, leaving an elementary school of six grades.

This change in organization makes it necessary to consider what changes in the program of instruction in the special subjects in both elementary and junior high schools are necessitated or made desirable by the new plan of school organization. The teacher cost of the educational program in special subjects in both elementary schools and in junior high schools likewise supports the demand for such consideration.

Hence it is deemed advisable to undertake to state the general purposes underlying the program of instruction for special subjects in elementary and junior high schools and to formulate policies affecting the organization of the work and the assignment of teachers in these special fields. The special subjects with which we are concerned are music, drawing, physical training, manual arts, household arts, penmanship, elementary science and nature study, and visual instruction.

The junior high school offers courses in special subjects primarily related to the life interests of pupils of that age. It covers not only the work heretofore offered in the manual and household arts in grades 7 and 8, but provides for the extension and intensification of that work. The shops and rooms where such work is carried on are especially equipped and provided with appropriate materials of instruction. The teachers for this work are professionally trained as specialists in their respective fields and are assigned to the several junior high schools as members of the faculty rather than as representatives of the several special departments. Many of the junior high school teachers of the special subjects have been recruited from the corps of special teachers of the several departments of special subjects and will probably continue to come mainly from that source.

In the elementary school of six grades the special subjects must be modified in relation to the junior high school program. These subjects should be so related to child life in the home and in the community and so correlated with the regular classroom instruction as to afford opportunities to the child to handle the materials of everyday life, to become acquainted with them and their usefulness, and to express himself creatively through the application of what he learns.

The new 3-year course of the normal schools will make it possible to prepare better our regular classroom teachers for instruction in the so-called special subjects, which, as teachers are prepared for it, will gradually become the regular work of the grade teacher and not the work of the special teacher.

It is believed that limited departmentalization of teaching in the upper grades of the 6-year elementary school course will furnish an opportunity to utilize those teachers in each of our larger buildings who are particularly well qualified to instruct the children in the so-called special subjects.

The new situations growing out of the reorganization of the schools on the 6-3-3 plan and the adjustments made necessary thereby prompt the adoption of the following administrative policies pertaining to the organization of instruction in the special subjects and the assignment of teachers to give that instruction.

#### REORGANIZATION OF THE SPECIAL DEPARTMENTS

1. Special teachers in the several special departments aforementioned will gradually become assistants to their respective directors, and under the supervision of the director will be assigned for the help of teachers rather than for the instruction of pupils as heretofore.

2. The number of special teachers in the several special departments will be gradually reduced through resignation, retirement, promotion to junior high school, and assignment to departmental teaching. This change will be made gradually as the seventh and eighth grade classes of the elementary schools are transferred to the junior high schools, and as teachers become available from our normal schools qualified to teach such of the special subjects as may be effectively taught in the regular classroom.

3. Such special teachers as may be hereafter appointed under the reorganized departments of domestic science and domestic art will be required to be prepared to teach both domestic science and domestic art.

4. Such special teachers as may be hereafter appointed to teach art will be prepared to teach both fine and industrial arts.



## DEPARTMENTALIZED TEACHING

1. In the larger buildings limited departmental teaching in the upper grades of the 6-year elementary school will be introduced, thereby providing an opportunity for regular teachers who display ability in the special subjects to give instruction in those fields, thus making the most effective use of the special abilities of teachers.

## EQUIPMENT

1. The gradual transfer of seventh and eighth grade classes to the junior high schools will reduce the number of manual training, domestic science, and domestic art centers formerly used by these classes.

2. In every large elementary school building there shall be provided a girls' room properly equipped so as to suggest the home environment. The facilities offered by this room will motivate projects and activities that come within the home and community interests of the girls of elementary-school age. The equipment should not be elaborate, but rather simple and comparatively inexpensive.

3. In every new elementary-school building there shall be provided a boys' room, planned for a combination of activities. It shall be equipped with a few simple workbenches and a collection of appropriate tools and materials. This room is to be the laboratory and workshop for the furthering of industrial-arts work of the elementary schools, much of which will be carried on in the regular classroom and some of which will be carried on in this specialized room.

4. The underlying purpose of the industrial-arts work carried on in these rooms is to offer opportunities to the pupil for self-expression, to the end that his constructive impulses and investigating impulses may develop into an ability to create on the level of the child's growth. It is not expected as an outcome of this work in the lower grades that the child will acquire definite skill in the handling of tools.

## ADMINISTRATION

1. These special rooms, when not in use by teachers under the immediate supervision of a departmental director, will be in charge of the building principal, who will be responsible for the teaching program, for the organization of the classes, and for the supervision of the activities carried on therein when used by the regular teacher of the building. The principal will seek to develop a proper balance and relationship between the specialized activities on the one hand and the academic work that is going on in the regular classroom on the other hand.

## 22. THE APPOINTMENT OF ADMINISTRATIVE AND SUPERVISORY OFFICERS FROM WITHIN AND WITHOUT THE SCHOOL SYSTEM

In the appointment of a junior high school principal the Board of Education has formally approved the general policy that the best person available shall be appointed by the superintendent, whether that person was within or without the school system, but qualifications being equal in the case of candidates the superintendent should appoint persons from within the service. (See p. 32, Report of Board of Education, 1924-25.)

This same general policy is followed by the superintendent in the appointment of other administrative and supervisory officers in the school system.

In the nature of the case the appointment of a person from outside the school system to an important administrative or supervisory position frequently receives more public attention than the appointment of a person within the school system. In view of this public interest in the matter, and for the information of all concerned, the superin-

tendent here presents a complete statement showing all appointments to administrative and supervisory positions that have been made by him since July 1, 1920.

A summary of these appointments shows that approximately 90 per cent of them have been made from within the school system and only 10 per cent have been made of persons outside of the school system. The complete list of persons so appointed, arranged according to positions, follows:

#### APPOINTMENTS FROM WITHIN THE SYSTEM

##### FIRST ASSISTANT SUPERINTENDENTS

- |                      |                         |
|----------------------|-------------------------|
| 1. Mr. S. E. Kramer. | 2. Mr. G. C. Wilkinson. |
|----------------------|-------------------------|

##### ASSISTANT SUPERINTENDENTS

- |                         |                         |
|-------------------------|-------------------------|
| 1. Mr. R. L. Haycock.   | 5. Mr. G. C. Wilkinson. |
| 2. Maj. R. O. Wilmarth. | 6. Mr. H. H. Long.      |
| 3. Miss R. L. Hardy.    | 7. Miss M. P. Shadd.    |
| 4. Miss Jessie LaSalle. | 8. Mr. E. A. Clark.     |

##### SUPERVISING PRINCIPALS

- |                           |                          |
|---------------------------|--------------------------|
| 1. Mr. H. H. Long.        | 4. Miss Janet McWilliam. |
| 2. Miss E. F. G. Merritt. | 5. Miss E. A. Hummer.    |
| 3. Miss Adelaide Davis.   | 6. Mr. H. W. Draper.     |

##### NORMAL-SCHOOL PRINCIPALS

- |                     |                      |
|---------------------|----------------------|
| 1. Mr. E. A. Clark. | 2. Mr. J. A. Turner. |
|---------------------|----------------------|

##### HIGH-SCHOOL PRINCIPALS

- |                      |                         |
|----------------------|-------------------------|
| 1. Mr. S. E. Kramer. | 4. Mr. G. D. Houston.   |
| 2. Mr. A. W. Miller. | 5. Mr. R. N. Mattingly. |
| 3. Mr. W. L. Smith.  |                         |

##### JUNIOR HIGH-SCHOOL PRINCIPALS

- |                           |                         |
|---------------------------|-------------------------|
| 1. Miss Mineola Kirkland. | 7. Mr. C. J. Schwartz.  |
| 2. Mr. G. S. Wormley.     | 8. Mrs. A. I. Kinnear.  |
| 3. Mr. R. N. Mattingly.   | 9. Mr. F. A. Woodward.  |
| 4. Mr. H. W. Draper.      | 10. Mrs. M. H. Plummer. |
| 5. Mr. H. P. Safford.     | 11. Mr. J. G. Logan.    |
| 6. Mr. R. W. Strawbridge. |                         |

##### HEADS OF DEPARTMENTS

- |                          |                         |
|--------------------------|-------------------------|
| 1. Miss M. C. Hawes.     | 5. Mr. E. B. Henderson. |
| 2. Dr. G. H. White.      | 6. Miss E. C. Harris.   |
| 3. Mr. W. J. Wallis.     | 7. Mr. C. C. McDuffie.  |
| 4. Miss Otelia Crowwell. |                         |

##### ASSISTANT HIGH-SCHOOL PRINCIPALS

- |                         |                        |
|-------------------------|------------------------|
| 1. Miss K. D. Bucknam.  | 6. Miss M. J. Watts.   |
| 2. Miss M. P. Bradshaw. | 7. Miss J. E. Brooks.  |
| 3. Miss Jessie Coope.   | 8. Mrs. O. W. Spivey.  |
| 4. Miss P. E. Thomsen.  | 9. Mr. L. G. Hoover.   |
| 5. Mr. N. J. Nelson.    | 10. Mr. J. P. Collins. |



## CHIEF EXAMINER, BOARD OF EXAMINERS

1. Mr. Harry English

## DIRECTORS OF SPECIAL SUBJECTS

- |                       |                       |
|-----------------------|-----------------------|
| 1. Miss Ida O'Neal.   | 4. Miss Sibyl Baker.  |
| 2. Miss E. A. Hummer. | 5. Mrs. W. C. Mayer.  |
| 3. Miss R. L. Nixon.  | 6. Mr. P. J. Rayford. |

## ADMINISTRATIVE PRINCIPALS

- |                            |                            |
|----------------------------|----------------------------|
| 1. Miss L. E. Ballenger.   | 26. Miss Isabelle Kinner.  |
| 2. Miss C. A. Ossire.      | 27. Miss J. E. Page.       |
| 3. Miss A. L. Galeski.     | 28. Mr. J. E. Syphax.      |
| 4. Miss B. L. Pulizzi.     | 29. Mr. J. P. Gillem.      |
| 5. Mrs. E. K. Peeples.     | 30. Mr. J. C. Payne.       |
| 6. Miss A. B. Neumeyer.    | 31. Mrs. S. E. Gray.       |
| 7. Miss M. F. Gore.        | 32. Miss Josephine Burke.  |
| 8. Miss M. E. Bond.        | 33. Mr. C. K. Finckel.     |
| 9. Miss M. R. Lyddane.     | 34. Miss C. G. Brewer.     |
| 10. Miss M. A. Dilger.     | 35. Miss M. W. Frank.      |
| 11. Miss Emily Scrivener.  | 36. Miss Lydia Dalton.     |
| 12. Miss A. M. Clayton.    | 37. Miss K. R. Macqueen.   |
| 13. Miss S. R. Craighill.  | 38. Miss B. L. Pattison.   |
| 14. Miss F. C. Mortimer.   | 39. Miss M. G. Little.     |
| 15. Miss C. H. Pimper.     | 40. Miss Blanche Beckham.  |
| 16. Miss K. C. Babbington. | 41. Miss M. J. Austin.     |
| 17. Miss C. A. D. Luebker. | 42. Miss M. R. McCauslen.  |
| 18. Miss M. E. Graves.     | 43. Mr. W. F. Smith.       |
| 19. Miss R. G. Carraber.   | 44. Miss A. G. Lind.       |
| 20. Miss M. M. Orme.       | 45. Miss Cecelia P. Dulin. |
| 21. Mr. A. K. Savoy.       | 46. Miss H. M. Knighton.   |
| 22. Miss E. A. Chase.      | 47. Miss M. E. Draney.     |
| 23. Miss K. U. Alexander.  | 48. Miss A. E. Hopkins.    |
| 24. Miss M. E. Wilson.     | 49. Mrs. F. H. Rogers.     |
| 25. Miss M. E. Shorter.    |                            |

## APPOINTMENTS FROM WITHOUT THE SYSTEM

## SUPERVISING PRINCIPALS

1. Mr. L. L. Perry.
2. Miss Jessie LaSalle.

## NORMAL SCHOOL PRINCIPAL.

1. Miss A. D. Halberg.

## JUNIOR HIGH-SCHOOL PRINCIPALS

1. Miss Bertie Backus.
2. Mr. G. D. Baker.
3. Mr. C. W. Holmes.

## HEAD OF DEPARTMENT

1. Mr. G. W. Hines.

## ASSISTANT HIGH-SCHOOL PRINCIPAL

1. Mr. H. D. Davis.

## DIRECTORS OF SPECIAL SUBJECTS

- |                         |                       |
|-------------------------|-----------------------|
| 1. Dr. E. N. C. Barnes. | 3. Miss Ethel Bray.   |
| 2. Miss F. L. Bentley.  | 4. Mr. A. H. Johnson. |

## SUMMARY

Positions	Appoint- ments from within the system	Appoint- ments from without the system	Total
First assistant superintendents.....	2	0	2
Assistant superintendents.....	8	0	8
Supervising principals.....	6	2	8
Normal-school principals.....	2	1	3
High-school principals.....	5	0	5
Junior high-school principals.....	11	3	14
Heads of departments.....	7	1	8
Assistant high-school principals.....	10	1	11
Chief examiner, board of examiners.....	1	0	1
Directors of special subjects.....	6	4	10
Administrative principals.....	40	0	40
Total.....	107	12	119
Per cent of appointments.....	89.9	10.1	



## SECTION II. CHANGES AMONG SCHOOL OFFICIALS, 1927 28

This section of the annual report records the changes among school officials due to deaths, retirements, resignations, and reorganization or expansion of the school system.

Miss Alice Deal died March 31, 1928.

Retirements were as follows: Miss M. R. McCauslen, Miss Josephine Burke, and Miss Julia M. Rawlings.

Resignations were from Mr. G. Derwood Baker and Mr. Norman J. Nelson.

Appointments to fill vacancies were as follows: Mrs. Agnes I. Kinnear, Mr. Chester W. Holmes, Mrs. M. H. Plummer, Mr. J. G. Logan, Mr. L. G. Hoover, Mr. Henry Dale Davis, Miss Lydia Brown, Mrs. E. L. Haynes, Miss Cecelia P. Dulin, and Miss H. M. Knighton.

Appointments to fill new positions due to growth of the school system were as follows: Mr. Robert N. Mattingly, Mr. Frank A. Woodward, Mr. J. P. Collins, and Miss M. E. Draney.

Transfers of officers were as follows: Miss C. A. D. Luebker, Miss K. C. Lewis, and Miss Mineola Kirkland.

### 1. DEATHS

#### ALICE DEAL

At the meeting of the Board of Education held April 4, 1928, the superintendent presented the following statement on the death of Miss Alice Deal, which occurred March 31, 1928:

It is with great regret that I report the death of Miss Alice Deal, principal of the Columbia Junior High School.

Miss Deal entered the service of the Washington public schools on February 11, 1908, as a teacher in mathematics in the McKinley High School. On October 2, 1918, she was granted leave of absence for war service, and returned to service in the McKinley High School on December 30, 1918.

Miss Deal was prominently associated with the establishment of the first junior high school in the city of Washington and assumed the principalship of this school, afterwards known as the Columbia Junior High School, accepting service without advance of salary. On March 6, 1920, following the authorization by Congress of a salary for a principal of a junior high school, she was promoted to that position. She occupied the position of principal of the Columbia Junior High School until her death, which occurred on Saturday, March 31, 1928.

Miss Deal was identified with the establishment of the summer high school for which, when the school was in experimental stage, she raised the funds necessary from private sources. She was the first principal of the summer high school and held this position until she resigned in 1925.

The establishment of the research department in the schools of the city of Washington was greatly aided by Miss Deal, who secured funds from private sources to make possible the beginning of the work which has become the research department of the public schools.

Miss Deal occupied a place of great value and importance in the school system. She was a woman of fine mind, splendid and forceful character, and will long be remembered as one of the great figures in the history of the Washington public schools.

## 2. RETIREMENTS

On the retirement of the persons indicated the superintendent presented to the board the following statements:

## M. R. M'CAUSLEN

In submitting the request for retirement from Miss M. R. McCauslen, principal, class 7, at the Buchanan School, division 7, the superintendent desires to recommend to the Board of Education that it express its appreciation of the excellent service rendered by Miss McCauslen as a teacher and principal in our public schools.

Miss McCauslen has taught continuously in our schools for a period of 45 years, during which time she has taught in the elementary grades from the second through the eighth. She was appointed as principal of the Buchanan School in September, 1906. Her first appointment to service was in September, 1882, to a second grade in the Henry School.

The superintendent wishes to commend the wholesome influence exercised in the classroom by Miss McCauslen and her conscientious attention to classroom duties. Miss McCauslen now voluntarily relinquishes her work as an administrative principal at this time.

## JOSEPHINE BURKE

The retirement of Miss Josephine Burke as principal of the John Eaton School brings to an end a long period of faithful service in the public schools of the District of Columbia. For more than 41 years, in all her affiliations with the schools, Miss Burke has rendered meritorious service as teacher and principal.

When the John Eaton School was erected in 1914, Miss Burke became its first principal. It was then an 8-room building, but the rapid growth of the Cleveland Park section soon made it necessary to make the building a 16-room unit. Thus the John Eaton School became one of the most important posts in the elementary field, and it became a more and more difficult one because of the serious overcrowding there. Miss Burke's efficient administration of the school won for her the respect and esteem of the school patrons in Cleveland Park. Her retirement came unexpectedly. She retires voluntarily in order to take advantage of the offer of an opportunity to make a tour around the world.

The first appointment of Miss Burke was to the third grade at the Thomson School on July 1, 1896. She has taught successively in all grades as high as the eighth until she became the principal of the Berret School in 1909. Five years later she was transferred to the principalship of the new John Eaton School.

The superintendent recommends that this statement of the record of Miss Burke be spread on the minutes of this meeting, and that a copy be sent to Miss Burke by the secretary of the board.

## JULIA M. RAWLINGS

Herewith the superintendent submits the request for retirement from Miss J. M. Rawlings, administrative principal of the Wallach-Towers School, to become effective from and after August 31, 1928. This retirement is voluntary, Miss Rawlings feeling that it is for her best interests that she withdraw at this time.

In the retirement of this principal the public schools will lose one of its ablest and best-known administrative officers. For more than 45 years Miss Rawlings has been serving the schools of east Washington, where she is well known in many homes. For eight years she was principal of the Hilton School. Since 1912 Miss Rawlings has been in charge of the Wallach and the Towers Schools. As a principal she exercised a helpful professional influence among the teachers whom she supervised. Always interested in the welfare of her school community, she was recognized as a leader in many of the community activities in east Washington.

When first appointed in 1883 she began her teaching career as a first-grade teacher in a rented building at Seventh and G Streets SE. Later she taught in the grammar grades at the Peabody School for 10 years. Thousands of pupils who now have reached manhood and womanhood remember Miss Rawlings not only as a capable instructor but as a warm friend and advisor. She



will be greatly missed in east Washington, with which section of the city she has been identified so many years. In granting retirement to this faithful officer the superintendent desires to recommend a vote of appreciation of services well rendered; that a copy of this statement be spread on the minutes of this meeting; and that the secretary of the board be instructed to send a copy to Miss Rawlings.

### 3. RESIGNATIONS

#### G. DERWOOD BAKER

On June 13 the Board of Education accepted the resignation of Mr. G. Derwood Baker, principal of the Langley Junior High School. Mr. Baker has been principal of Langley for one year and resigned to accept a similar position in South Pasadena, Calif., his native State. Mr. Baker's service at Langley was entirely satisfactory.

#### NORMAN J. NELSON

Mr. Norman J. Nelson resigned from the position of assistant principal at Central High School in order to pursue graduate work at Harvard University. In his annual report, Principal A. W. Miller makes the following statement regarding Mr. Nelson:

Mr. Nelson has displayed an unusual devotion to duty, and in the comparatively short time that he has served in his present position has become intimately identified with all phases of the work of this school and well acquainted with the general work of the entire school system. He has demonstrated organizing ability of a very high degree, and has exercised unusual tact and judgment upon all occasions. He is direct and sincere in all of his dealings and has gained the full confidence of pupils, teachers, and parents.

Mr. Nelson is also a scholar and a man of high ideals and exemplary conduct. He has been an inspiration to all pupils who have come under his influence.

### 4. APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies during the school year 1927-28:

#### PRINCIPALS OF JUNIOR HIGH SCHOOLS

##### AGNES I. KINNEAR

Mrs. Agnes I. Kinnear was appointed to fill the position vacated by the death of Miss Alice Deal.

Mrs. Agnes I. Kinnear graduated from the Wilson Normal School in 1899. She received the degree of Bachelor of Arts and teachers' diploma from George Washington University in 1923. She has been pursuing graduate work for the degree of Master of Arts in George Washington University.

In preparation for a junior high-school principalship she has pursued courses in educational theory, school management, junior high-school methods, vocational guidance, curriculum construction, and problems of high-school supervision.

Mrs. Kinnear was appointed to the elementary schools of Washington on September 1, 1899. Subsequently, on October 3, 1922, she was appointed as a teacher in the Columbia Junior High School, and on September 1, 1923, she was transferred to the Langley Junior High School. She has taken a leading part in the organization not only of that school but also the organization of junior high schools in the District of Columbia by service on several different committees appointed by the superintendent.

Mrs. Kinnear is recognized by junior and senior high school principals and supervising principals as a woman of fine training and administrative ability.

## CHESTER W. HOLMES

To fill the vacancy caused by the resignation of Mr. G. Derwood Baker, the board appointed Mr. Chester W. Holmes, principal of the Morgan Junior High School in Holyoke, Mass.

Mr. Chester W. Holmes graduated from Harvard College in 1916 with the bachelor of science degree. He received his master of arts degree from the Graduate School of Education of Harvard University in 1924. He has pursued summer courses at Harvard in the summers of 1915, 1916, 1923, and 1924. He pursued courses at the University of Pittsburgh in 1919-20.

Following his graduation from Harvard in 1916, Mr. Holmes was special education agent of the Carnegie Hero Fund Commission of Pittsburgh for a period of six years. Following the receiving of his master's degree in 1924 he taught English and history for two years in the Rindge Technical High School, of Cambridge, Mass. In 1921-25 he served as vice principal of the Morgan Junior High School in Holyoke, Mass. From 1925 to date he has been principal of the Morgan Junior High School, Holyoke.

In his work at the Graduate School of Education of Harvard University Mr. Holmes has prepared for administrative work by the pursuit of courses in the following subjects:

- Principles of secondary education.
- Secondary school administration.
- Principles of teaching in the secondary school.
- Organization and management of city school systems.
- Tests and scales for the secondary school.
- Administration of elementary schools and junior high schools.

During the summer of 1927 Mr. Holmes taught courses in school administration at the University of Maine, Orono, Me.

## M. H. PLUMMER

The vacancy caused by the promotion of Mr. R. N. Mattingly, principal of the Francis Junior High School, to be principal of the Cardozo High School, was filled by the appointment of Mrs. M. H. Plummer. First Assistant Superintendent G. C. Wilkinson prepared the following statement of her qualifications:

Mrs. Mary H. Plummer was appointed to the service of the public schools of the District of Columbia on October 26, 1914.

## EXPERIENCE

For nine years Mrs. Plummer was a teacher in the elementary grades. She served as model teacher in grade 2 for three years, 1920 to 1923, inclusive.

In 1923 Mrs. Plummer was appointed to a teaching position in the Randall Junior High School. For the past five years she has been serving in that capacity. Mrs. Plummer served for two sessions as teacher of English in the vacation schools.

For the past four years Mrs. Plummer has been a member of the board of examiners, divisions 10-13.

## TRAINING

Mrs. Plummer is an A. B. from Howard University, class of 1922. She is a candidate for the master of arts degree from Columbia University in the summer of 1929.

Mrs. Plummer's post-graduate work is as follows:

*Columbia University:*

- Education EM 162B: Teaching English in junior high school.
- Education s236 I: The directing of the junior high school.
- Education s235 G: Modern educational theory and practice in the junior high school teaching.
- Education s10: Demonstration course.
- Education s207: Educational psychology.
- Education s239: Teaching the social studies in junior high schools.



Education s139 G: Illustrative lessons in citizenship.  
Education s121: The feudal age in Europe.

*Howard University:*

Education 134: Public school administration and supervision.

#### J. G. LOGAN

To fill the vacancy at the Shaw Junior High School created by the transfer of Principal Mineola Kirkland to the new Garnet-Patterson Junior High School, the board appointed Mr. J. G. Logan. Concerning the qualifications of Mr. Logan, First Assistant Superintendent G. C. Wilkinson prepared the following statement:

Mr. J. G. Logan was appointed to the service of the public schools of the District of Columbia, September 1, 1920.

#### EXPERIENCE

For the past eight years Mr. Logan has been serving as teacher of science at the Shaw Junior High School. On July 1, 1927, Mr. Logan was promoted to class 2D for superior work. In addition Mr. Logan served as instructor of the Dunbar Night High School for five years between 1923 and 1928. For the past two years Mr. Logan has served as a member of the board of examiners for divisions 10-13.

Prior to his appointment in the public-school service, Mr. Logan for seven years was teacher of science in the academy of Howard University, 1907 to 1913, inclusive, and from 1918 to 1919.

For six years, 1913 to 1918, and from 1919 to 1920, Mr. Logan served as executive secretary of the Y. M. C. A. at Howard University.

#### TRAINING

Mr. Logan has a Ph. B. from Howard University, the class of 1905.

Mr. Logan has done a considerable amount of work toward his M. A. degree. His postgraduate courses are as follows:

*Chicago University:*

- Teaching of high school physics.
- The teaching of general science courses.
- High school administration.
- Junior high school methods.

*Columbia University:*

- Educational psychology.
- History of education.
- Applied biology.
- Methods of teaching in secondary schools.
- Measurements in elementary education.
- Teaching procedures in junior high school.

*University of Pennsylvania:*

- Theory of electricity and magnetism.

#### ASSISTANT HIGH SCHOOL PRINCIPALS

#### L. G. HOOVER

To fill the place of assistant principal of Central High School, which Mr. N. J. Nelson resigned, the board appointed Mr. L. G. Hoover. First Assistant Superintendent S. E. Kramer furnished the following statement regarding Mr. Hoover:

Teacher of biology in the Central High School; appointed September 1, 1922.

Holds the degrees of A. B. and A. M. from the University of West Virginia and has given evidences of professional course in education.

Has had experience as principal of high school and supervisor of instruction in elementary schools in the State of West Virginia.

In addition to a thorough preparation, Mr. Hoover enjoys a fine personal relation with his superior officers and his fellow teachers.

## HENRY DALE DAVIS

To fill the position of assistant principal at the McKinley High School made vacant by the promotion of Mr. Frank A. Woodward, the board appointed Henry Dale Davis, effective September 1. The following statement concerning Mr. Davis was presented by First Assistant Superintendent S. E. Kramer:

Mr. Henry Dale Davis is a native of Wichita, Kans., and was graduated from the Kansas Teachers College of Emporia, Kans., in 1914 with a degree of A. B. He received the degree of A. M. from Teachers College, Columbia University, New York City, in 1920.

Mr. Davis was teacher of history and economics in Mulvane, Kans. He was principal and superintendent of schools in Protection, Kans., and teacher of history in the Wichita High School. He was principal of the Horace Mann Junior High School in Wichita, Kans., and teacher of history in the Lakewood High School, of Lakewood, Ohio. He was principal of the Horace Mann Junior High School in Lakewood, Ohio.

Mr. Davis has been since 1925 associate in charge of university extension, Columbia University, New York. He comes to Washington with a broad experience in school work in the elementary, junior high school, and secondary and university fields. He is married and has one child, a girl 12 years of age.

## HEADS OF DEPARTMENTS

## LYDIA BROWN

Through the termination of the service of Mr. G. N. Hines at the end of his probationary year as head of the department of business practice March 21, 1927, a vacancy was created. Since the department of business practice was to become a separate business high school on September 1, 1928, the position was filled temporarily for the school year 1927-28 by the appointment of Miss Lydia Brown.

## E. L. HAYNES

Miss Ethel C. Harris, head of the department of mathematics, Divisions X-XIII, was given leave of absence for educational purposes to study in Europe. Mrs. E. L. Haynes was appointed acting head of the department of mathematics during Miss Harris's absence. Her qualifications are indicated in the following statement:

1. Academic scholarship:  
A. B., Smith College, 1914.
2. Professional training:  
Miner Normal School, 1909.  
Six weeks summer school, Chicago University, 1926—  
The psychology of high-school subjects.  
The use of mental tests in instruction in secondary schools.  
The teaching of mathematics in secondary schools.  
Six weeks summer school, Chicago University, 1927—  
The psychology and treatment of exceptional children.  
Educational and vocational guidance.
3. Teaching experience:  
Elementary schools, 1909-1912 (3 years).  
Dunbar high school, 1914 to date (14 years).
4. Evidences of leadership:  
Chairman of honor council.  
Chairman of committee on retardation.  
Chairman of committee on educational guidance.
5. Affiliations:  
Member of ladies' social-service group.  
Member of National Association for the Advancement of Colored People.  
Member of the Young Women's Christian Association.



## ADMINISTRATIVE PRINCIPALS

Administrative principals of elementary schools are appointed from rated lists prepared by the boards of examiners.

## CECELIA P. DULIN

On September 1 Miss Cecelia P. Dulin was appointed principal of the Buchanan School to fill the vacancy caused by the retirement of Miss M. R. McCauslen.

## H. M. KNIGHTON

On October 1 Miss H. M. Knighton was appointed principal of the Cranch-Tyler Schools, vice Miss C. A. D. Luebker, transferred to the John Eaton School.

## 5. APPOINTMENTS TO FILL NEWLY CREATED POSITIONS

Newly created positions result from the enlargement of buildings or the opening of new schools. Several such positions were filled during the school year 1927-28.

## R. N. MATTINGLY, PRINCIPAL CARDOZO HIGH SCHOOL

Mr. Robert N. Mattingly was appointed to the service of the public schools of the District of Columbia on September 17, 1905.

## EXPERIENCE

Mr. Mattingly served as head of the department of mathematics for a period of 21 years, until January 1, 1927, when he was promoted to be principal of the Francis Junior High School.

As head of department and later as principal, Mr. Mattingly rendered service distinctively of a supervisory and administrative nature.

## TRAINING

Mr. R. N. Mattingly is an A. B. from Amherst College, the class of 1905. He completed his college course in three years and was awarded membership in the Phi Beta Kappa Society.

Mr. Mattingly is a candidate for the M. A. degree and high-school principal diploma from Columbia University at the close of this summer session, August 17, 1928.

Mr. Mattingly's postgraduate work in education is as follows:

*Courses in education, postgraduate*

University	Date	Course
Columbia.....	Aug. 19, 1927	Psychology of secondary school subjects.
Do.....	do.....	Supervision of instruction in secondary schools.
Do.....	do.....	Philosophy of education.
Do.....	Aug. 13, 1926	The direction of the junior high school.
Do.....	do.....	Supervision of instruction in secondary schools.
Do.....	do.....	School principal as an administrator.
Do.....	Aug. 14, 1925	Modern educational theory in junior high-school teaching.
Do.....	do.....	Fundamentals of methods for commercial subjects.
Do.....	do.....	Demonstration school.
Do.....	do.....	Theory and practice of teaching and supervising industrial arts in junior high schools.
Chicago.....	Oct. 2, 1924	Psychology of school subjects (A)
Do.....	Mar. 7, 1923	Educational measurements.
Do.....	Oct. 13, 1920	Statistical methods as applied to educational problems.
New York.....	Aug. 16, 1909	Methods in mathematics.
Do.....	do.....	Educational psychology.
Do.....	do.....	Genetic psychology.

**NOTE.** Candidate for Columbia University Master of Arts degree and high-school principal's diploma, August 17, 1928. Registered for University of Chicago extension course high-school curriculum in commercial subjects, January 28, 1928.

Mr. Mattingly is a member of the School Club, the Education Club, and the Georgetown Citizens Association of the District of Columbia.

#### FRANK A. WOODWARD, PRINCIPAL OF GORDON JUNIOR HIGH SCHOOL.

Mr. Frank A. Woodward received the degree of bachelor of science in mechanical engineering in 1927 from George Washington University. In addition he has pursued home-study courses for two years with the University of Chicago and is a registered student in the graduate school of American University during the year 1927-28.

In preparation for a principalship Mr. Woodward has pursued courses in the principles of secondary education, high-school administration, occupational guidance and placement, and principles of educational psychology.

Mr. Woodward's experience has been varied and extensive. He was appointed as a teacher in the schools of Washington on October 25, 1900. Because of his success as a teacher and of his training in engineering, he was principal of the Wisconsin Avenue Vocational School in 1912, principal of the Smallwood-Bowen Vocational School in 1914, and assistant principal of the McKimley Technical High School in 1920. He has been unusually successful in dealing with young people.

His work in the schools is well known to senior high school principals, junior high school principals, and supervising principals. A poll of these officers clearly gives Mr. Woodward first place among the 15 who have applied for consideration.

#### J. P. COLLINS, ASSISTANT PRINCIPAL, EASTERN HIGH SCHOOL.

Teacher of physical training, Eastern High School. Appointed March 12, 1923.

For several years he has served as principal of the Hine Night School.

He holds the degree of A. B. from George Washington University. Has taken courses in supervision of instruction.

Mr. Collins has held a number of important administrative assignments in the organization of the Eastern High School.

#### MISS MARY E. DRANEY, ADMINISTRATIVE PRINCIPAL, BURROUGHS SCHOOL.

In view of the construction of an addition to the Burrough School, the status of the principal was changed from that of a teaching principal to that of an administrative principal.

Miss Draney's name appears among the first five on the rated list of candidates for promotion from teaching to administrative principalship, and in view of the practice was promoted to the position of administrative principal.

### TRANSFER OF OFFICERS

As vacancies occur in the different official positions in the school system, consideration is given to the desirability of transferring persons of the same rank from one section of the city to another. This may be done on the request of the officer or on the initiative of the supervisory officer for the general good of the service.

Transfers of officers during the past school year without change of rank or salary were as follows:



MISS C. A. D. LEUBKERT

From administrative principal, Cranch-Tyler Schools, to the same position in the John Eaton School.

MISS K. C. LEWIS

From administrative principal, Garnet-Patterson Schools, to the same position in the Bruce School.

MISS MINEOLA KIRKLAND

From principal, Shaw Junior High School, to the same position. Garnet-Patterson Junior High School.

### SECTION III. LOOKING FORWARD TO THE SCHOOL YEAR 1928-29

In Sections I and II the superintendent has discussed changes in administrative policies and changes in personnel during the school year 1927-28. The record for that school year has been established. As a past record, it must forever remain unchanged.

In Section III the superintendent proposes to discuss the problems which in his judgment may legitimately receive consideration during the school year 1928-29. A complete year lies before the Board of Education and the school officials. The record of that year remains to be made. The kind of record that is made depends on how well we utilize the year in the consideration and action taken on important matters that are now before us or that may come before us during the year.

In order that information about some of the problems that are now before us may be readily accessible the superintendent presents the following statement covering a number of important subjects on which it is hoped definite action may be taken during the school year 1928-29.

#### 1. REPORT OF THE BUREAU OF EFFICIENCY

Because the question had been raised as to the number of teachers needed for the Washington school system in the appropriation bill for the school year ending June 30, 1927, the Hon. L. C. Phipps, chairman of the Senate committee in charge of the appropriations for the District of Columbia, invited the United States Bureau of Efficiency to undertake a complete survey of the school system of the District of Columbia. That survey was undertaken in March, 1927, and the report of that survey was transmitted by the Hon. Herbert D. Brown, Chief of the Bureau of Efficiency, under date of January 30, 1928. It was subsequently printed as Senate Document No. 58, first session, Seventieth Congress.

In commenting on the report, the president of the Board of Education, Mr. Charles F. Carusi, at the meeting of the Board of Education held March 7, 1928, made the following statement:

This very thorough investigation by an impartial agency of the school system has resulted in what I consider to be a good bill of health to the system as a whole. There are very few criticisms of major importance in it. On the whole, I feel that the Board of Education should be well satisfied, indeed, with the result of this investigation. No longer will we be called on to defend certain things, as they are thoroughly defended by the Bureau of Efficiency as correct procedure.

The superintendent believes that each recommendation of the Bureau of Efficiency should receive careful consideration by the Board of Education. Some of them have to do with legislation and may be considered as of primary consideration for the Board of Education. Some of the recommendations have to do with the organization and administration of the schools, for which the Board of



Education properly holds the school officials directly responsible. Some of the recommendations have to do with estimates submitted for the school year ending June 30, 1928, which, of course, are now of only general academic interest.

### RECOMMENDATION

The superintendent respectfully recommends that the Board of Education refer each of the following recommendations of the Bureau of Efficiency either to a proper committee of the board or to the superintendent of schools for consideration and written report to the board.

### RECOMMENDATIONS OF THE BUREAU OF EFFICIENCY

The following is a complete statement of the recommendations of the Bureau of Efficiency resulting from the bureau's study of the public-school system of the District of Columbia. These recommendations followed the discussion of the various aspects of the school system and are here arranged in relation to the chapter topics of the report:

#### PART I. STATUTORY AUTHORITY FOR THE SYSTEM OF PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA

1. The annual estimates of appropriations of the Board of Education of the District of Columbia should be transmitted to the Bureau of the Budget by the commissioners with their estimates, accompanied by such recommendations as they may deem proper.

2. Land for school sites and school playgrounds should be purchased by the Commissioners of the District of Columbia on recommendation of the Board of Education.

3. The Commissioners of the District of Columbia should be charged with the construction of all school buildings after consultation with the Board of Education and upon its approval of the plans and specifications.

4. The members of the Board of Education of the District of Columbia should be appointed by the President of the United States by and with the advice and consent of the Senate (p. 28).

#### PART II. ORGANIZATION AND ADMINISTRATION

1. The supervision of the white junior high schools should be transferred from the first assistant superintendent to the assistant superintendent in charge of the organization of elementary schools.

2. The authority of the supervising principals should be extended to include the organization of junior high schools in their respective divisions.

3. Each of the supervising principals should be provided with a full-time clerk.

4. The two positions of white and colored directors of kindergartens should be abolished when the present incumbents have retired and their duties transferred, respectively, to the white assistant superintendent in charge of instruction in elementary schools and the colored director of primary instruction.

5. The authority of the colored director of primary instruction should be extended to include supervision of instruction in the fifth and sixth grades.

6. The clerical staff of the departments of research should be increased in order to relieve the research teachers and supplementary teachers of the routine of scoring tests and tabulating the results.

7. The staff of the department of school attendance and work permits should be increased by adding two attendance officers and two child-labor inspectors.

8. An enlarged statistical office should be organized and placed in charge of a trained statistician, and the procurement of printing should be transferred from the office of statistics to the business manager's office.

9. The clerical pool should be transferred from the office of the first assistant superintendent (white) to the office of the business manager.
10. The office of assistant superintendent in charge of buildings and grounds should be created, to which should be transferred the responsibility for all work relating to the repair and alteration of school buildings and equipment and the supervision over the custodial and engineering forces of the school system (pp. 46-47).

### PART III. THE TEACHING STAFF

1. No additional kindergartners should be provided until such time as the present excess has been absorbed either by opening new kindergartens or by transferring to the grades kindergartners holding elementary-school licenses.
2. The afternoon programs of kindergartners should be more carefully supervised so as to increase the time devoted to coaching primary children.
3. Since regular grade classes in the elementary schools are organized for the most part on the basis of a standard of 40 pupils, additional teachers should be provided in the grades to take care of the regular increase in enrollment resulting from the natural growth of the city.
4. Consideration should be given to the establishment of additional special-school centers for atypical and ungraded children, with adequate facilities for teaching manual arts.
5. As opportunity offers, additional open-air classes should be opened and a sight-conservation class should be established.
6. The number of itinerant special-subject teachers should gradually be reduced, and some form of platooning or departmentalization introduced into the elementary schools in order that teachers may specialize in those subjects for which they are best fitted, and that pupils may have the advantage of expert instruction in all subjects.
7. The Board of Education should undertake a platoon-school experiment by establishing two platoon schools, one white and one colored, by adapting to this purpose two of the new standard 16-room elementary-school buildings.
8. For purposes of supervision the itinerant teachers should eventually be replaced by a much smaller number of assistants to the directors, who will serve as inspectors and instructors of special subjects in the same way that the assistants in primary instruction now serve for the regular subjects.
9. The whole subject of supervision in the junior and senior high schools, with special reference to the duties of directors of special subjects and heads of departments, should be reconsidered in view of the experience of the past five years.
10. Centralized systems of teachers' personnel records should be established in the offices of the boards of examiners.
11. Our recommendations for additional teachers are as follows:  
 Elementary schools:  
     1927-28—15 class 1A.  
     1928-29—20 class 1A, 5 class 1A (vocational schools).  
 Junior high schools:  
     1927-28—12 class 2A, 6 class 2C, whole year.  
     1928-29—14 class 2A, 4 class 2C, half year.  
 Senior high schools:  
     1927-28—None.  
     1928-29—2 class 3A (pp. 97-98).

### PART IV. THE BUILDING PROGRAM

1. New schools should be erected in accordance with needs as indicated by the various evidences of congestion in their districts. (The two tables on page 117 and page 118 indicate our opinion as to the order of precedence of the various building items.)
2. The appropriations for 1929 should include the majority of the site items in the 5-year building program if schoolhouse construction is not to be seriously handicapped during the fiscal year 1930.
3. Two committees should be appointed by the superintendent of schools, one for elementary schools and one for junior high schools, to make a continuous study of building facilities as they relate to educational needs.



4. The selection of building sites should be based upon an analysis of both the school census and the enrollment reports, supplemented by studies of the surveys of public utility companies, the volume of building operations, etc.

5. Sites should be centrally located with reference to the districts which they are designed to serve, and should be relatively free from noise and other distractions.

6. Sites should be large enough to provide adequate playground space and room for future expansion.

7. Small elementary school units should not be constructed when extensions to existing schools will provide the additional accommodations required (pp. 121-122).

#### PART V. BUSINESS MANAGEMENT

1. A board of award for school supplies and equipment should be appointed, consisting of not less than three nor more than five members, composed of representatives of the District purchasing office and of the school system, one of whom shall be the business manager.

2. Adequate space for the receipt, inspection, storage, and distribution of public-school supplies and equipment should be provided in the proposed Government warehouse.

3. The inspection of special schoolhouse equipment (other than building construction items) should be transferred to the proposed office of assistant superintendent in charge of buildings and grounds.

4. A system of property accountability should be established in the public-school system.

5. The office of the business manager should be charged with establishing the methods of accounting for the various school and activity funds and with making an examination of the transactions therein in sufficient detail to satisfy himself that all moneys received have been accounted for, that all expenditures have been regularly made, and that the balance in any fund is actually on hand or on deposit. (This recommendation does not apply to the school savings banks.)

6. The responsibility for all work relating to the repair and alteration of school buildings should be transferred to the proposed office of assistant superintendent in charge of buildings and grounds.

7. The responsibility for all work relating to the repair and replacement of furniture and equipment should be transferred to the proposed office of assistant superintendent in charge of buildings and grounds. (Pp. 151-152.)

#### PART VI. CUSTODY OF BUILDINGS

The activities that would be transferred under this plan to the proposed office of assistant superintendent in charge of buildings and grounds are the following:

1. Custody and operation of buildings now directly supervised by the superintendent of janitors under the general direction of the superintendent of schools.

2. Repair and alteration of buildings. The responsibility for this activity is now divided between the school authorities and the municipal architect. The office of the business manager determines the repair schedule, while the District repair shop, under the general direction of the municipal architect, is charged with its execution.

3. The repair and replacement of school furniture and equipment now under the direction of the business manager (p. 161).

#### PART VII. REPAIR AND ALTERATION OF BUILDINGS

1. The item of \$529,610 in the 1929 Budget for repairs and improvements to buildings, exclusive of grounds, should be granted.

2. The item of \$100,000 in the 1929 Budget for the improvement of school grounds should be granted for the purpose of treating the grounds of several new school buildings and improving the run-down condition of grounds surrounding many old buildings.

3. The supervision of the repair and alteration of school buildings should be placed in charge of a qualified mechanical engineer or architect of proved administrative ability, who would rank as an assistant superintendent of schools, coordinate with the business manager, to be known as the assistant superintendent in charge of buildings and grounds (p. 169).

## 2. SECOND 5-YEAR SCHOOL BUILDING PROGRAM LEGISLATION

The first 5-year school building program act was passed by Congress February 26, 1925, and authorized a 5-year building program for the public schools of the District of Columbia. The five years covered by that act will end June 30, 1930. Even though the appropriations for buildings and grounds from year to year have not been sufficient to complete the program by June 30, 1930, nevertheless it is highly desirable that a second 5-year school building program act should be enacted by the Congress in the near future, because the need for additional school facilities in some sections of the city not provided for in the first 5-year school building program act has become most pressing.

The public was advised of the intention of the Board of Education to prepare such legislation in the conference held between the Board of Education and the representatives of citizens' associations on April 17, 1928. At that time the representatives of the various associations were asked to submit to the committee on legislation of the Board of Education suggestions as to needs for land and buildings in their respective areas.

## RECOMMENDATIONS

The superintendent recommends:

1. That the Board of Education ask the committee on legislation to proceed as expeditiously as possible in the preparation of a second 5-year school building program act; and
2. That the committee on legislation consider and take proper action on several questions which must be answered in connection with the preparation of such legislation.

## QUESTIONS ON SECOND 5-YEAR PROGRAM

(1) *What buildings should be abandoned?*

Who shall answer this question? The attention of the board is invited to the fact that the commission created by act of Congress in 1906 and presenting the now famous report of 1908 consisted of the superintendent of schools, the Supervising Architect of the United States Treasury, and the engineer commissioner of the District of Columbia. Possibly a similar committee of three, made up of persons possessing technical knowledge of school needs and school architecture, might be created by the board for the purpose of answering this question.

(2) *What buildings can be enlarged?*

The Board of Education has adopted a general policy of constructing elementary schools of at least 16 rooms. This policy is indicated in the following statement:

•       •       •       •       •       •       •       •       •

Second, to build additions to present buildings in accordance with the policy of the past in order to reduce the number of small buildings in the District and to increase the size of elementary schools as far as practicable to 16 rooms or more. (Report of Board of Education, 1920-21, p. 58.)



The Bureau of Efficiency has indorsed this policy in the following recommendation:

Small elementary-school units should not be constructed when extensions to existing schools will provide the additional accommodations required (p. 122).

(3) *What buildings need reconditioning for improved use?*

As a result of the study of some of the buildings to determine the question of their abandonment or their further use, it is altogether likely that it will be found that some of our elementary-school buildings can be reconstructed for continued use. As an example of reconstruction which might make the building fit for continued use it is pointed out that provision may be made for eliminating the toilets which are in small buildings in the yard and by installing up-to-date toilet facilities within the main structure of the building.

(4) *What new buildings are needed?*

In an expanding city it is altogether probable that new sites must be acquired and new school buildings constructed in parts of the city not now having a regional school.

(5) *What shall be the policy of the Board of Education in the acquisition of land for playgrounds around the older buildings?*

In view of the fact that the acceptable standard for playgrounds around the elementary, junior, and senior high schools has materially increased during the past decade, many of the older school buildings of Washington are without adequate play space from the standpoint of present-day standards.

Whatever may be the reason for the present situation, the fact is that many of our elementary schools have inadequate play space.

Answers should be found to the following questions:

(1) Shall it be the policy of the board to provide the 50 square feet of play space for each elementary school pupil which is the generally accepted standard, or

(2) Shall the Board of Education adopt a policy of increasing the play space around our older elementary schools to the extent only of providing light and air for the buildings?

### 3. STATUS OF OTHER GENERAL LEGISLATION PREPARED IN 1927-28

During the past school year the Board of Education approved of several bills which, with but one exception, were introduced into Congress and are now found in various stages of their progress on the way to becoming laws.

The following is a detailed statement concerning the present status of each of those measures:

(1) *Amending certain sections of the teachers' salary act.*—This bill is known as S. 4063 and H. R. 12956. The bill has passed the Senate. It has been favorably reported by the Committee of the House of Representatives on the District of Columbia in Report No. 1609 and stands on the Union Calendar No. 503.

(2) *Exemption of individual board members from personal liability.*—This bill is known as S. 3828 and H. R. 12530. It has passed the Senate and has been favorably reported by the Committee of the House on the District of Columbia in Report No. 1605. It is on the House Calendar No. 412.

(3) *Exemption of public-school employees from \$2,000 salary limitation.*—This bill is known as S. 3827 and H. R. 12531. This bill has passed the Senate and has been favorably reported by the Committee of the House on the District of Columbia and is No. 501 on the House Calendar.

(4) *Free textbooks for public-school pupils in the District of Columbia.*—This bill is known as S. 3902 and H. R. 12739. It has been favorably reported by the Senate committee and is on the calendar of the Senate as No. 1037. When the bill has been reached on the Senate calendar it has been passed over, an objection to its passage being raised.

It has been favorably reported by the House Committee on the District of Columbia and is on the House Calendar as No. 502.

(5) *Leave of absence with part pay for teachers.*—This bill has not yet been introduced into Congress. As in other cases, the Board of Education referred this bill to the Commissioners of the District of Columbia for introduction into Congress. The commissioners indicated a desire to secure an expression of public opinion concerning the measure. Subsequently it has been indorsed by the Federation of Citizens' Associations and the Citizens' Advisory Council.

#### RECOMMENDATIONS

The superintendent recommends:

1. That such steps as may be deemed proper be taken to insure if possible the enactment into law of the bills now on the calendars of the House and Senate; and

2. That the committee on legislation take steps at once to secure for the commissioners the necessary indorsements of the various representative bodies of citizens of the leave of absence bill, to the end that the bill may be introduced into Congress at an early date.

#### 4. COORDINATION OF THE BUSINESS AFFAIRS OF THE SCHOOL SYSTEM

The position of assistant superintendent in charge of business affairs was created July 8, 1924. Authority for the creation of this position was carried in the teachers' salary act approved June 4, 1924. The salary for the position was carried in the appropriations act for the fiscal year ending June 30, 1925. This legislation filled a need which had long been recognized by the Board of Education and the school officials.

Preceding the creation of this position the various business activities of the Board of Education were distributed among several different educational officers. The superintendent of schools was in immediate charge of the office of finance and accounting. The supervisor of manual training looked after the repairs and alterations to school buildings. An assistant superintendent supervised the purchase of school furniture. A supervising principal supervised the purchase of window shades and directed the work of the cabinetmaker. The appointment of an assistant superintendent in charge of business affairs made it possible to relieve educational officers of these business functions and to coordinate them in the office of this assistant superintendent.



## FUNCTIONS OF THE ASSISTANT SUPERINTENDENT

The functions of the assistant superintendent in charge of business affairs are described in the rules of the Board of Education, as follows:

SEC. 6. (1) The business manager shall have immediate charge of and be responsible for the general direction and supervision of the financial transactions, property accountability, and responsibility and other matters pertaining to the business management of the school system.

(2) He shall supervise and direct the repair, alteration, and improvement of all buildings, and the installation, repair, and replacement of all equipment and furniture.

(3) He shall supervise and direct the procurement of all furniture, equipment, books, and supplies in accordance with the policies of the educational officers.

(4) He shall have immediate supervision and control of the office of finance and accounting, the public-school warehouse, and the work of the cabinetmaker.

(5) He shall certify all requisitions for furniture, equipment, books, and supplies, and approve all vouchers to cover materials purchased for the school system.

(6) He shall serve as the channel of communication on all matters pertaining to the business administration of the school system between the employees of the school system and the Federal or District Governments, or with persons not connected with said government.

(7) The business manager, as the officer in charge of business affairs, is responsible for the progressive development of the business aspects of the school system in accordance with the most approved principles of organization, administration, and management.

(8) The business manager is subordinate in rank to the first assistant superintendents and the superintendent; he is equal in rank to the assistant superintendents; in business affairs he is superior in rank to every other administrative and supervisory officer in the school system.

The aforementioned rules defining the functions of the assistant superintendent in charge of business affairs were formulated in recognition of the general principle that the school system exists for educational purposes and that the business office exists to render services to the educational department. Every business activity of the Board of Education serves an educational need or satisfies an educational condition. The business office therefore is properly and wisely subordinated to the educational offices of the school system.

## WHAT HAS BEEN DONE

Not only have the business functions of the Board of Education been coordinated under one office, but that officer has given attention to the formulation of systematic plans for the improvement of the various aspects of the school system, which are dependent upon the assistant superintendent in charge of business affairs.

1. A systematic program extending over a period of five years has been worked out for the interior and exterior painting of all school buildings. The need for such improvement of buildings was urgent, and progress is now in advance of the schedule.

2. A systematic plan for the replacement of window shades throughout the school buildings has been worked out and is being carried out under existing appropriations.

3. A systematic plan for replacing typewriters used in instruction in commercial courses has been developed, and replacement of such

typewriters is taking place under and within available appropriations.

4. A systematic plan for the repair and replacement of children's furniture in the public schools has been developed. This plan contemplates refinishing of those desks and seats that can be further used by resurfacing, or the replacement of broken irons and elimination of those seats and desks that are beyond repair and the substitution therefor of new up-to-date school furniture.

5. Under the assistant superintendent in charge of business affairs and in cooperation with the municipal architect, a systematic plan has been formulated for the landscaping of the grounds of school buildings recently completed, and plans are in process of development for landscaping of grounds of all other school buildings. One hundred thousand dollars of unexpended balances of appropriations for school buildings has been made available for this purpose.

6. A systematic plan for the replacement of antiquated heating systems has been developed and replacements of these heating systems are being made as the old systems reach a point of deterioration that would not justify further repairs.

7. A systematic plan for the electrification of all school buildings has been worked out, and these installations are now practically complete.

8. A systematic plan for the replacement of obsolete textbooks with modern textbooks has been worked out on the basis of a 3-year program, and this program has been fully carried out.

9. A systematic plan for the improvement of emergency conditions affecting health and sanitation, as reported by the health department, has been developed and all such emergency conditions have been corrected.

10. A systematic plan for the improvement of fire hazards has been developed and all such emergency conditions have been corrected.

11. A systematic plan for the repair of playground equipment has been developed and the method of repair of this equipment has been changed from an annual contract to the performance of the work by the repair shop, as required. This change in procedure has resulted in the maintenance of all playground equipment in good condition throughout the year, and the saving accomplished by the abandonment of the annual contract system has enabled the schools to make, within the existing appropriations, necessary repairs to all apparatus.

12. A systematic study was made of the equipment required for all elementary and junior high-school buildings and a standardized list was prepared for all such buildings, with the result that uniformity of equipment has been secured, the procedure of equipping new buildings and replacing equipment in old buildings has been simplified, and the entering into contracts for this equipment in large quantities has materially reduced the cost of the equipment.

13. Systematic plans for the delivery of materials from the warehouse were developed and the transportation method was changed from horse-drawn vehicles to modern automobile equipment. The operation of this plan facilitated the delivery of materials and enables the schools to place in each building, prior to the opening of school in September, all materials essential to the operation of the classroom work.



14. A systematic system of quota allowances for the issuance of all materials required for instructional purposes and for the maintenance of school plants was developed, and waste under an unregulated system was eliminated.

15. A systematic procedure for the allotment of appropriations to the various schools and educational activities of the school system has been established assuring an equitable distribution of available funds to all school buildings and activities.

16. A revised procedure in the handling of requests for the repair, alteration, and improvement of school buildings has been adopted and a system has been installed by which all requests for repairs are given consideration by the assistant superintendent in charge of business affairs before being transmitted to the municipal architect. This revised procedure has eliminated consideration by the municipal architect of many requests for repairs that may be desirable but not essential to the maintenance of educational work in a school building.

17. A board of inquiry has been established for the purpose of determining the responsibility in cases of the closing of schools because of low temperatures in buildings. This board hears all evidence relative to such closings and reports the facts to the superintendent with such recommendations as may be justified. The operations of this board have materially decreased the closing of classrooms because of low temperatures.

The result of the foregoing plans for improvements in the school system has been a temporary increase in the expenditures for some of these purposes, but this increase was necessary in order to improve conditions resulting from deferred repairs and replacements and to prevent further deterioration of the school plants and other equipment. Other plans for improvement in the school system have been developed that have resulted in savings. Some of these are briefly summarized as follows:

1. Notwithstanding that the office of the assistant superintendent in charge of business affairs was created without any provision for clerical service, the rearrangement and readjustment of the work in the office of finance and accounting and the introduction of improved business methods enabled the assistant superintendent in charge of business affairs to secure from this office necessary clerical service and to reduce the clerical force by one clerk with a resulting saving, at the present salary schedule rates, of \$1,440 annually.

2. The rental of a building for the warehouse was discontinued and the warehouse was quartered in an abandoned school building. The saving resulting from this change was \$4,800 annually.

3. The method of preparation of pay rolls has been changed from special forms adopted for the government of the District of Columbia to the standardized forms used by the United States Government. The saving through this change is approximately \$1,347 annually, of which approximately \$1,292 is a saving in the cost of clerical service.

4. The method of procurement of textbooks has been changed from an annual contract with delivery f. o. b. warehouse to a definite quantity semiannual purchase with delivery f. o. b. point of ship-

ment. The saving under this change, including freight and drayage, is approximately \$4,900 annually.

5. Diplomas have been standardized as to subject matter, size, printing, and paper stock, with a resulting annual saving of approximately \$2,900.

6. Blank forms have been standardized as to subject matter, size, printing, ruling, and paper stock, with a resulting saving of approximately \$585 annually.

7. The method of binding permanent records in the office of finance and accounting has been changed from contract work to the procurement of standard binders and having the binding performed by the clerical force in that office. The approximate saving, including labor, is \$217 annually.

8. Paper used for educational purposes has been standardized as to size and paper stock, with a resulting saving of approximately \$11,400 annually.

9. The pupils' furniture has been standardized and method of procurement changed from a number of small purchases to a large annual purchase, at an approximate saving of \$9,500 annually.

10. The method of submission of requisitions on the warehouse has been changed, with a saving of approximately \$2,300 annually.

#### COOPERATION WITH THE DISTRICT OFFICIALS

The most friendly relation exists between the officials of the Board of Education and the officials of the board of commissioners who have to do with school matters.

The assistant superintendent in charge of business affairs deals largely with the purchasing officer of the District of Columbia, since it is through that officer that the school system procures all equipment and supplies. However, in arranging for the procurement of this material it is necessary for the assistant superintendent in charge of business affairs to take up various matters with the General Supply Committee of the United States Government, the Bureau of Standards of the United States, the Government Printing Office, the electrical engineer of the District of Columbia, the inspector of plumbing of the District of Columbia, the fire marshal of the District of Columbia, the contract board, the corporation counsel, and the auditor of the District of Columbia in advance of the submission of the formal request for procurement to the purchasing officer of the District of Columbia.

In the matter of repairs and improvements to school buildings, the assistant superintendent in charge of business affairs deals with the municipal architect and the superintendent of repairs.

In the matter of pay rolls, which are prepared by the public-school system, and in the settlement of accounts of contractors for materials furnished the public-school system, the assistant superintendent in charge of business affairs deals with the auditor and the disbursing officer of the District of Columbia.

In the matter of sanitary conditions in the schools, the reports of the health officer of the District of Columbia are forwarded by the superintendent of schools to the assistant superintendent in charge of business affairs for his attention.



In the matter of fire prevention in the schools, the reports of the fire marshal are forwarded by the superintendent of schools to the assistant superintendent in charge of business affairs for his attention.

In many of these activities the functions of the board of commissioners and the officials of the District government responsible to the board of commissioners and the school officials are not clearly defined.

Last year, on the suggestion of the superintendent of schools, the Board of Education held a very profitable conference with a representative of the engineer commissioner's office, the municipal architect, and the superintendent of repairs looking toward a better coordination of the work of the school department and the repair shop.

The present working arrangement, which requires the school officials to deal with several officials of the District government and to secure the agreement of these various officials before the public-school system can proceed in the orderly transaction of its business affairs, clearly demonstrates that the coordination of official procedure is essential to the proper functioning of the school officials as well as the District officials. In the absence of such coordination of official procedure, and even with the closest cooperation among officials, delays in the administration of the business affairs of the public-school system are inevitable.

#### RECOMMENDATION

The superintendent of schools recommends that the Board of Education take up with the Board of Commissioners of the District of Columbia the matter of a better coordination of the common activities of officers of the board of commissioners and of the officials of the Board of Education.

#### 5. TRANSPORTATION OF PUBLIC-SCHOOL PUPILS BY BUSES

Pupils suffering from incipient tuberculosis who attend the two health schools are transported by bus at public expense. This is the only group of public-school pupils whose transportation is paid for out of public funds. The superintendent desires to call to the attention of the Board of Education for its consideration certain other groups of pupils whose transportation at public expense might be justified.

#### YOUNG SUBNORMAL CHILDREN

Among the 75,000 public-school pupils there are some who are retarded in mental or physical development. For such children special classes have been provided. Not enough such classes have been organized to make such a class reasonably accessible to the homes of the pupils. Moreover, it frequently happens that there are no rooms available for the instruction of such classes in the school buildings where such children are found. It has been the practice to establish one such class in a centrally located building where space is available and assign such backward pupils to that class. Because of the long distance to travel, this frequently involves a real hardship on the pupils, particularly the younger children who are scarcely able to get along without constant supervision.

By means of bus transportation the pupils in any community could be easily gathered up and transported to a school building in which there was an available room for their proper instruction.

#### CRIPPLED CHILDREN

Heretofore the schools of Washington have given no special attention to the transportation and education of crippled children. Some such children regularly attend the public schools. How many such children do now attend the public schools and how many are unable to do so is not known at the present time. The superintendent has been asked by the Board of Education to make an investigation for the purpose of ascertaining the answers to these questions.

No matter how large or how limited the number of such children is, obviously the group of crippled children should be included among those for whom the Board of Education may consider providing transportation out of public funds.

#### SHIFTING POPULATION

Every school officer realizes that the school population in every city as large as Washington is shifting, more or less, from one section of the city to another. Citizens are leaving one section to establish their homes in another section. These changes frequently result from the introduction of industrial and commercial establishments which make that section of the city less desirable as a residential section.

The opening up of a new subdivision in the city for residential purposes frequently shifts large numbers of children to a section of the city where no school facilities exist or where the existing school facilities are overtaxed.

By these shifts in school population it is inevitable that the school facilities in the section from which parents are moving will not be used to full capacity, whereas that section of the city to which the residential population is gradually transferring will, in all probability, have inadequate schoolhouse accommodations.

Another factor which produces much the same result in the city of Washington is the dual system of schools, one for white pupils and one for colored pupils. During the process of the shifting population of either racial group the school for one race in a given community may be filled to overflowing whereas the school for the other race will be only partially filled.

Efficient organization of a school and a complete educational program for the great variety of activities which are carried on in every progressive school nowadays require a larger school unit than was required when the 8-room building was established as the typical elementary school building of Washington.

The larger elementary school unit of 16 or 20 rooms obviously serves a larger geographical area. Obviously, also, some provision must be made for the education of the smaller number of children who must be cared for before that geographical area provides enough children to fill an elementary school of 16 or more classrooms.



In view of the inevitable shift in population; of the comparative high cost of schoolhouse construction; of the desirability of utilizing fully the buildings now available, but not necessarily properly located, it is the opinion of the superintendent that consideration may properly be given by the Board of Education to the possibility of establishing bus transportation for regular elementary-school pupils.

#### RECOMMENDATION

The superintendent recommends that the Board of Education authorize and direct the superintendent of schools to investigate the problem of bus transportation of those elementary-school pupils hereinbefore described and report to the board the result of such investigation.

#### 6. DESIRABLE EXTENSIONS OF THE PROGRAM OF VOCATIONAL EDUCATION

To some extent vocational education of various kinds is offered to boys and girls of Washington in elementary schools, junior high schools, senior high schools, and normal schools. The superintendent outlines in the following pages the nature and extent of the program of vocational education now offered in those schools.

#### ELEMENTARY SCHOOLS

The elementary schools of Washington will ultimately consist of the kindergarten and Grades I to VI. No vocational education as such is now offered or is contemplated for pupils of Grades I to VI.

However, certain prevocational and vocational schools of elementary-school rank have been established for providing pupils of 12 years of age or over, who have completed or have approximately completed the sixth grade of the elementary school, appropriate preliminary instruction to any of the trades looking toward preparation of such boys and girls for engaging in gainful occupation upon the completion of their courses in such schools.

Such schools are the Abbot Vocational School for Boys, the Denison Vocational School for Girls, the Phelps Vocational School for Boys, and the Margaret Murray Washington Vocational School for Girls.

The varied courses offered in those schools are as follows:

*Girls.*—Cafeteria and tea-room service, dressmaking, tailoring, millinery, art crafts, home making, child care and junior nursing, personal hygiene, office practice.

*Boys.*—Auto mechanics, auto repairing, brick masonry, woodwork, printing, machine and architectural drawing, sheet-metal work, plumbing, painting, interior decorating, electrical work.

#### NEED FOR EXTENSION

These schools appear to be growing in popularity. The following table indicates the whole enrollment each year from the date of the establishment of the schools:

Year	Number of pupils enrolled			Year	Number of pupils enrolled		
	White	Colored	Total		White	Colored	Total
1911-12.....	33	97	130	1920-21.....	(1)		
1912-13.....	27	148	175	1921-22.....	(1)	140	
1913-14.....	25	283	308	1922-23.....	(1)	171	140
1914-15.....	139	338	477	1923-24.....	(1)	209	171
1915-16.....	148	335	503	1924-25.....	(1)	270	209
1916-17.....	146	310	456	1925-26.....	84	311	259
1917-18.....	139	185	324	1926-27.....	170	475	341
1918-19.....	(1)	82	82	1927-28.....	375	459	539
1919-20.....	(1)	103	103			403	635
							838

<sup>1</sup> Pupils attending upon prevocational or vocational instruction were counted in the enrollment of the elementary schools during the year indicated

The Abbot Vocational School for Boys has outgrown its building and some of the work has already been transferred to the building now occupied by the Columbia Junior High School.

The Dennison Vocational School for Girls was organized less than two years ago and will probably increase in popularity and enrollment as the years go on.

The Phelps Vocational was moved in September, 1924, from the Cardozo Manual Training building to the larger quarters which it now occupies.

The Margaret Murray Washington School building is being doubled in capacity to take care of pupils applying for the vocational training provided in that institution.

#### JUNIOR HIGH SCHOOLS

The junior high school offers instruction to pupils of Grades VII, VIII, and IX. More than 50 per cent of the seventh and eighth grade pupils in the public schools of the District of Columbia are now receiving instruction in junior high schools rather than in the former elementary schools of Grades I to VIII.

The junior high school offers a unified program for all pupils through the seventh grade and the first half of the eighth grade. Exploratory courses are offered pupils during the seventh and eighth years to try out their interest, to acquaint them with educational possibilities, and to assist them in determining for themselves under the guidance of teachers and parents the proper selection of their future educational program.

#### DIFFERENTIATED PROGRAMS

The junior high schools offer differentiated programs for three groups of pupils:

1. Those preparing for college.
2. Those preparing for commercial courses in the high school.
3. Those preparing for the vocations.

While the pupils preparing for college are not pursuing vocational courses it is pertinent to point out that they are pursuing introductory foreign-language courses and other courses heretofore customarily found in the senior high schools rather than in the elementary schools.



The junior high school offers instruction in clerical practice and typewriting primarily as a preparation for the pursuit of such courses in the senior high school. The commercial courses in the junior high school are not intended to prepare boys and girls fully for engaging in gainful occupation upon the completion of their 3-year junior high school course. The commercial courses in the junior high school are introductory and preparatory rather than finished courses.

The largest opportunity for prevocational and vocational training in the junior high school is to be found in the industrial-arts courses, which are as follows:

*Girls.*—Domestic art, domestic science, costume designing, home making, art crafts.

*Boys.*—Woodwork, pattern making, printing, sheet-metal work, painting, shoe repairing, applied electricity, mechanical drawing.

Obviously, the program for vocational education offered in our junior high schools must be so planned as to contemplate the fact that in the course of four or five years all seventh and eighth grade pupils will be receiving instruction in junior high schools and no seventh and eighth grade pupils will be found in the typical elementary school.

It is important, therefore, to determine the proper development of the educational program in vocational education for the junior high schools. Shall the junior high school vocational program be considered as absorbing the vocational program now carried on in the vocational schools of elementary grade? Or shall the junior high school program in vocational education be considered as more advanced than the vocational program in the vocational schools of elementary grade? Or shall the program of vocational education in the junior high schools differ in nature, scope, and essential characteristics from the program of vocational education in the vocational schools of elementary grade?

#### SENIOR HIGH SCHOOLS

Most of the senior high schools in the District of Columbia offer instruction in preparation of boys and girls for engaging in gainful occupation immediately upon the completion of the high-school course. The program of studies of the high schools of Washington provides vocational courses as follows:

*Girls.*—Stenography, bookkeeping, tailoring, millinery, costume designing, cafeteria and tea-room management.

*Boys.*—Stenography; bookkeeping; agriculture; woodwork; machine-shop practice; forging, welding, sheet metal; printing; auto mechanics and repairing; electrical construction; mechanical drawing; architectural design; art-metal work; shoe repairing; stationary engineering; brick masonry; auto and sign painting.

Stenographic courses covering two or four years are offered in the following high schools:

Divisions I-IX: Business, Central, Eastern, McKinley, and Western.

Divisions X-XIII: Cardozo.

Armstrong High School offers the following vocational courses:

*Girls.*—Tailoring, millinery, costume designing, cafeteria and tea room management.

*Boys.*—Agriculture; shoe repairing; auto and sign painting; brick masonry; applied electricity; carpentry; auto mechanics; mechanical and architectural drawing; machine-shop practice; forging, welding, sheet metal; printing; stationary engineering.

Automobile repairing is offered in Central and Eastern High Schools.

Printing is taught in Central, Eastern, McKinley, and Armstrong.

Instruction in banking is taught through regularly organized school banks found in the following high schools:

Divisions I-IX: Business, Central, Eastern, and McKinley.

Divisions X-XIII: Dunbar and Armstrong.

#### NORMAL SCHOOLS

The Wilson and Miner Normal Schools offer a 3-year course in preparation for the vocation of teaching. The present 3-year course was inaugurated on July 1, 1927; hence the first regular class to be graduated under this 3-year course will receive diplomas in June, 1930. These institutions are undergoing a thorough reorganization, with a view to providing a thoroughly up-to-date program of teacher training for prospective elementary-school teachers.

#### RECOMMENDATION

The superintendent recommends that the Board of Education authorize and direct the superintendent to investigate and report to the board in writing on the desirable modifications or extensions of the program of vocational education now carried on in the public schools of the District of Columbia.

#### 7. TEACHING INDUSTRIAL ARTS IN ELEMENTARY SCHOOLS OF SIX GRADES

Hand work or industrial-arts work appropriate to the maturity of the child is recognized as an essential part of the educational program in elementary, junior, and senior high schools throughout the country. The nature of such work must vary in amount and character, depending on whether pupils are of elementary school age or junior or senior high school age. The forms of such work may obviously vary in amount and character between city schools and country schools. Likewise, the nature of the manual or industrial-arts work must be determined in some measure by the character of the community to be served. If the community is largely industrial, then obviously the public schools should provide more specialized instruction accordingly. If the community is largely residential and pupils are not preparing to enter industry, the industrial-arts work must be modified accordingly.

#### PAST PRACTICE IN WASHINGTON

The elementary schools of Washington formerly consisted of eight grades. The compulsory attendance law permitted children to leave school on reaching 14 years of age, no matter how little or how much



progress they had made in school work. The industrial-arts work for boys, as well as for girls, was planned to give pupils who would inevitably leave school at an early date a reasonable introduction to the industrial arts. It was recognized that some differentiation should be made for pupils in Grades VII and VIII, depending on whether they were to leave school early or to continue in school indefinitely.

#### THE PRESENT SITUATION

At present more than 50 per cent of the seventh and eighth grade boys and girls are already in junior high schools. The junior high school has deliberately planned to continue the differentiation of work heretofore provided for in the elementary schools. The future elementary school will consist of kindergartens and Grades I to VI only. Obviously some adjustment should be made in the program of manual or industrial arts heretofore carried on in the elementary schools, not only because of the change of the school system as a whole from the 8-4 plan of organization to the 6-3-3 plan of organization, but also because of the more extensive opportunities in industrial arts that are now being offered in the junior high schools as compared with the program formerly provided in the elementary schools of eight grades.

#### RECOMMENDATION

The superintendent recommends that the Board of Education authorize and direct the superintendent to make a comprehensive study of the subject of industrial-arts instruction in the elementary schools of six grades and report the results of that study and his recommendations to the Board of Education.

### 8. IMPROVEMENT OF INSTRUCTION

The public schools are organized for the purpose of providing efficient instruction for pupils who attend. It is the continuous purpose and effort of the school officials to improve the instruction offered.

Classroom instruction can be improved by better classification of pupils into classes, improved courses of study, better trained teachers coming into the service, and improvement of teachers already in the service.

#### BETTER CLASSIFICATION OF PUPILS

For some years the supervisory and administrative officers have given consideration to the desirability of homogeneous groupings of children into classes. Parents and teachers have always recognized that differences existed. Scientific educational research reveals striking differences among children and reveals how great those differences are. Extensive consideration has been given to this matter by the school officials during the past school year and further attention will be given to the subject during the coming year. As soon as final conclusions have been reached on any aspects of the matter, those conclusions will be presented to the Board of Education.

## IMPROVED COURSES OF STUDY

The course of study is the guide for the teacher in her classroom work. It should at all times represent the current educational thought and the most approved educational practices to the end that our courses of study may be kept among the best. The superintendent has appointed committees of teachers and officers to consider modifications and revisions of courses of study in several subjects; and additional committees will be appointed for other subjects. When the revision of the courses of study for any subject shall have been completed it will be presented to the Board of Education for approval.

## BETTER TRAINED TEACHERS COMING INTO THE SERVICE

## ELEMENTARY SCHOOLS

More important in the matter of improving classroom instruction than the classification of children or the courses of study is the training of teachers before their appointment to service. It has become a truism in educational thinking that, "As the teacher is, so is the school."

Recently after careful investigation and with the assistance of the United States Bureau of Education, the Board of Education increased the normal-school course from two years to three years. This action will undoubtedly result in materially increasing the effectiveness of the teacher-training program in our normal schools and ultimately will result in a group of better trained teachers in our school system coming from the normal schools.

## JUNIOR AND SENIOR HIGH SCHOOLS

Teachers for the junior and senior high schools and the normal schools are appointed as a result of open competitive examinations conducted by the boards of examiners created by law for that purpose. From time to time minor modifications have been made in the eligibility requirements for teachers in the junior and senior high schools. However, no such substantial increase in the scope of training for teachers in junior and senior high schools has been made as that which has been already adopted for the elementary schools. Obviously the higher salary in the senior high schools justifies higher eligibility requirements and likewise contemplates better trained teachers.

## NORMAL SCHOOLS

Since the normal-school course has been expanded to cover three years and to include additional subjects of study, the eligibility requirements for appointment in the normal schools may justifiably be raised.

## IMPROVEMENT OF TEACHERS AFTER APPOINTMENT

The salary schedule of Washington enacted in the law of 1925 provides higher compensation for superior teachers. A plan of examinations has been worked out which, it is believed, indicates those



teachers who may be classified as superior teachers. Teachers who pass such an examination are placed on the salary schedule for such teachers. This higher salary encourages teachers not only to keep abreast of current educational thought and practice through study, but also prompts them to render each year the highest quality service of which they are capable.

As a means of providing opportunities for teachers to give systematic study to their further preparation and training after appointment, the Board of Education has prepared a bill to provide leave of absence with part pay to teachers who desire to pursue university instruction. The provisions of that bill are such that with a minimum of public expense a considerable number of teachers would be permitted to secure leave of absence with part pay. It is to be hoped that this legislation can be secured at an early date in order that this very desirable provision for the encouragement of further preparation of teachers may be put into effect.

### RECOMMENDATIONS

The superintendent recommends that the Board of Education authorize and direct the superintendent of schools to make a comprehensive investigation of the possibility and desirability of raising the eligibility requirements of teachers in elementary schools, junior high schools, senior high schools, and normal schools.

#### 9. A JUNIOR COLLEGE AND A 'TEACHERS' COLLEGE FOR WASHINGTON

If the school system of Washington is to be developed in a manner comparable to the school systems of the several States of the Union, consideration must be given to the matter of providing at public expense for collegiate instruction for the residents of the District of Columbia, as well as to the matter of transposing our present normal schools into 4-year teachers' colleges, as has been done in many States.

These two proposals are discussed together since the superintendent is of the opinion that the proposals supplement one another. Increasing the 3-year normal-school course to a 4-year teacher-training course, at the end of which a degree should be given, would necessarily involve introducing some general academic or cultural courses. The junior college with its 2-year course beyond the high school, would provide residents of the District of Columbia with one-half of a collegiate course at public expense. Whether that junior college would ever be extended to a 4-year collegiate institution is a matter which, in the judgment of the superintendent, should be left for the future. It is desirable to point out that the establishment of a junior college does not necessarily imply that it will ever grow into a 4-year institution of collegiate standing.

Since some of the work of a 4-year teachers' college will be academic in character, and since there is a public demand for the establishment of collegiate instruction at public expense in the District of Columbia, both of these may be considered as one project. If the junior college and the 4-year teachers' college can be organized and conducted within the present normal-school buildings the overhead in cost may be materially reduced. Moreover, real economy in the

effectiveness of organization can be practiced if the two institutions are located together, and so organized and administered in so far as the academic work of the two institutions is concerned, that the time of the professors can be made use of interchangeably in the two institutions as circumstances make possible.

#### RECOMMENDATION

The superintendent recommends that the Board of Education refer this matter either to an appropriate committee of the Board of Education or to the superintendent of schools for a thoroughgoing investigation and report to the board.



#### SECTION IV. THE SCHOOL SYSTEM AT WORK IMPROVING ITS ORGANIZATION AND SERVICE

The rules of the Board of Education define the general functions of school officers and indicate policies and procedures for the guidance of school officials.

Much of the work involved in operating a public-school system, however, can not be specifically assigned to officers in the rules of the board. Neither do the rules define the procedure to be followed by school officers in the handling of a great part of the business which passes through their respective offices.

A public-school system in a city as large as Washington is a complicated organization. Every part of the administrative machinery must function effectively if friction is to be kept to a minimum and if reasonable efficiency is to be secured.

To secure reasonable efficiency there must be a common understanding among all administrative and supervisory officers, teachers, clerks, and janitors regarding the functions of each and the part which each individual or group of individuals plays in the operation of the school system.

During the past eight years the superintendent and those associated with him in the administration of the public-school system have undertaken to so define the functions of officers and teachers and so administer the public's educational business as to achieve a maximum result through the combined efforts of all educational, clerical, and janitorial employees.

As illustrating this method and purpose, the superintendent and his associates have come to a general understanding that no new policies or new administrative procedures will be defined at headquarters and promulgated until (a) said policy or procedure is thoroughly understood by every officer who has to do with its operation; (b) until every officer agrees on the desirability of inaugurating the policy or procedure; and, further, (c) until every officer agrees that this is the proper time to put said policy or procedure into effect.

To put into effect this general policy means that there must be many official meetings of officers and many informal discussions among officers relating to a given subject having to do with a given project preceding the inauguration of any new policy or procedure. The advantage of such a general practice, however, means that whenever a new policy or procedure is put into effect it is certain that it is intelligently understood by every officer having to do with its administration and that every officer will give it his official support.

In this section of the report the superintendent presents evidence of the activities of the school officers in their official capacity considering educational policies and procedures for the improvement of which they are responsible.

Furthermore, and more particularly, the superintendent invites attention to the activities of committees and boards made up of officers and teachers who are working cooperatively for the improvement of the organization of the school system and the important public service that the school system undertakes to render. These latter activities are not for the most part defined by the rules of the board, but the officers and teachers have voluntarily organized themselves into committees and boards for the better rendering of a great public service.

#### A. STATED MEETINGS OF ADMINISTRATIVE AND SUPERVISORY OFFICERS

It is the function of the Board of Education to appoint administrative officers necessary for administering the school system to define educational policies and to direct expenditures.

The administrative and supervisory officers are charged with the general responsibility of organizing, administering, and supervising the educational program of the public schools. The rules of the board specifically charge certain of those officers with the responsibility for progressive development of that part of the school system for which each said officer is responsible in accordance with the most approved principles of organization, administration, supervision, instruction, and general management.

The supervisory officers consist of the superintendent of schools, the first assistant superintendents, the assistant superintendents, supervising principals, heads of departments, directors of special subjects and departments, and principals of schools.

Stated meetings of these officers may be divided into two groups: (1) Meetings of general officers, including all subordinate officers, and (2) meetings limited in attendance to officers of a given rank.

##### 1. GENERAL MEETINGS

During the school year ending June 30, 1928, the following general meetings were held:

I. Superintendent, first assistant superintendents, and assistant superintendents (Messrs. Kramer, Wilkinson, Haycock, Wilmarth, Clark, Long, Misses Hardy and LaSalle): Place, office of the superintendent; hour, 1 p. m.; dates, second and fourth Saturdays of each month.

II. Superintendent and administrative officers who prepare board orders (Messrs. Kramer, Wilkinson, Haycock, Wilmarth): Place, office of the superintendent; hour, 2 p. m.; dates, Mondays immediately preceding first and third Wednesdays of each month.

III. Superintendent, administrative officers, supervisory officers, directors, heads of departments, assistant principals, administrative principals, and teaching principals: Place, assembly room, Franklin Administration Building; hour, 3.45 p. m.; dates, fourth Thursday of each month.

IV. Superintendent, administrative principals, associated supervisory officers, and those desiring to become administrative principals: Place, assembly room, Franklin Administrative Building; hour, 3.45 p. m.; dates, second Thursday of each month.

Each of the aforementioned meetings was presided over by the superintendent of schools.



## 2. LIMITED MEETINGS

The following meetings of specialized groups of officers were held during the school year of 1927-28.

- I. Senior high school principals: Place, conference room, second floor, Franklin Administration Building; hour, 11 a. m.; dates, third Saturday of each month.
- II. Supervising principals and directors: Place, board room, Franklin Administration Building; hour, 11 a. m.; dates, first Saturday of each month.
- III. Junior high-school principals: Place, conference room, second floor, Franklin Administration Building; hour, 11 a. m. to 12 m.; dates, fourth Saturday of each month.

Each one of these special meetings was presided over by an assistant superintendent.

## SENIOR HIGH-SCHOOL PRINCIPALS' MEETINGS

Regarding the value of high-school principals' meetings, a high-school principal says:

Cooperative understanding of the senior high-school principals has brought about a desirable uniformity relative to the period used for commencement activities. Formerly each high school selected for its commencement exercises the date apparently most convenient for that school. It was possible, under this arrangement, for commencement exercises to be separated from one another by a week. Prospective graduates were excused from classes at varying periods—a situation which was obviously undesirable in the same school system. Through an understanding on the part of the senior high-school principals, commencement exercises are now restricted to the same two nights in each semester, and prospective graduates are excused from classes one week in advance of their graduation.

Another improvement, derived from cooperative understanding, may be noted in the adoption of a uniform schedule for science instruction. Previously the time varied from five to seven periods a week. A seven-hour schedule has now been adopted. Not only colleges accepting students from the different local high schools were in a quandary concerning these varying schedules but the accrediting organization for the Middle States and Maryland has evidently had some difficulty in understanding the varying allotments of time in respect to the sciences. The uniformity has been a needed one.

One of the outstanding achievements of the current year, from the standpoint of secondary work, has been the liberalizing of the course of study by making the foreign languages electives instead of prescribed subjects. Junior and senior high-school principals entered the conference with opposing views, but emerged with a unanimous report to the superintendent to change a practice which had the weight of tradition to support it. The procedure served as an excellent example of what the symposium method can accomplish.

## B. TEACHERS' COUNCIL

A teachers' council is a body consisting of elective delegates and ex officio officers. Its ideals, purposes, and membership are contained in the following two articles of its constitution:

## ARTICLE II.—IDEALS AND PURPOSES

The teachers' council should be the means whereby the Board of Education and the superintendent on the one hand and the teaching corps on the other may arrive at a mutual understanding of school problems. The council should occupy the position of a liaison officer. It should be an agency for instruction in school matters of the Board of Education, the superintendent, the officials, and the teachers.

The teachers' council should be an advisory not an administrative body; it should realize that it is not to usurp the prerogatives of the board or of the superintendent; it should not be a body for merely destructive criticism. Each

delegate should represent fairly and frankly in the deliberations of the council the views of the group which he represents.

Endeavor should be made to have all the discussions of the council lead to action that is helpful and constructive.

### ARTICLE III.—MEMBERSHIP

The council shall consist of delegates elected by the members of the various branches of the Washington public-school system according to the following plan of representation:

	Divisions I to IX	Divisions X to XIII	Total
<b>GROUP I.—TEACHERS</b>			
Elementary schools, teachers:			
Kindergarten, primary.....	4	2	6
Intermediate, including teaching principals.....	4	2	6
Special.....	1	1	2
Junior high schools, teachers.....	1	1	2
High-school teachers and librarians.....	2	1	3
Normal-school teachers and librarians.....	1	1	2
Total.....	13	8	21
<b>GROUP II.—SUPERVISION</b>			
Medical staff, including nurses and doctors.....	1	1	2
Directors, supervisors, and heads of departments.....	1	1	2
Total.....	2	2	4
<b>GROUP III.—ADMINISTRATION</b>			
Administrative principals, including principal of Americanization schools..	1	1	2
Supervising principals and attendance officers.....	1	1	2
Principals and assistant principals of high, junior-high, and normal schools..	1	1	2
Superintendents.....	2	1	3
Total.....	5	4	9
<b>GROUP IV.—CLERICAL</b>			
Clerks.....	1	1	2
<b>GROUP V.—JANITORIAL</b>			
Janitors, assistant janitors, engineers, assistant engineers, electricians, firemen, coal passers, skilled laborers, laborers, cleaners, charwomen, gardeners, and night watchmen.....	1	1	2
Grand total.....	22	16	38

The following report covering the work of the Teachers' Council for the school year 1927-28 will illustrate the variety and importance of the subjects considered by the council:

#### TO THE SUPERINTENDENT OF SCHOOLS.

SIR: The Teachers' Council has, during the year 1927-28, given serious consideration to several problems of vital importance to the school system and to the teaching personnel.

Early in the year a committee was appointed to study the options promulgated by the Commissioners of the District of Columbia, under the power conferred upon them in the teachers' retirement law. Recommendations made by the committee and indorsed by the council were submitted to the Board of Education and certain questions and suggestions were presented to the auditor of the District of Columbia, with the hope that the meaning and effect of the several options could be made more definite and such minor changes might be adopted as have been shown to be desirable in specific instances in the application of the retirement law.

Another committee of the council, after serious study, presented to the council a comprehensive report on conditions determining the granting of requests by teachers for short leaves of absence prior to the closing of school in June or before July 1 on the part of officers. This report, after being adopted by the



council, was forwarded to the superintendent, who accepted and put into effect the recommendations made.

After profound consideration, the council unanimously indorsed the amended bill of the Board of Education granting educational leave to teachers under specified conditions.

Plans were made by a committee of the council, in consultation with the principal and teachers of the Stuart Junior High School, for the erection of a memorial to Mr. Alexander T. Stuart, the fund contributed by teachers for this purpose being in the custody of the treasurer of the Teachers' Council.

The series of inspirational lectures arranged by the institute committee were an outstanding feature of the work of the council this year. The policy adopted of alternating meetings of two types, those for the whole teaching body and those for special groups, proved most satisfactory. Speakers for both groups were selected after a thorough canvas of the system for suggestions.

The sympathetic cooperation and support given the Teachers' Council by the Board of Education, the superintendent of schools, the assistant superintendents, and other officers of the school system is keenly appreciated by the members of the council, and the most serious endeavor of each one has been directed toward making the Teachers' Council fulfill the ideal set up in its constitution of being "the means whereby the Board of Education and the superintendent, on the one hand, and the teaching corps, on the other, may arrive at a mutual understanding of school problems."

Respectfully submitted,

FLORENCE C. MORTIMER,  
*President Teachers' Council.*

### C. TEACHERS' INSTITUTES

A teachers' institute has been recognized throughout the country as a means of stimulating interest and giving professional encouragement to the teachers of a State or subdivision thereof. Teachers' institutes have been conducted in Washington for many years.

During the past few years, including the year 1927-28, the teachers' institutes have been under the general supervision of a committee of the Teachers' Council, which has annually authorized the president of the Teachers' Council to appoint such a committee.

The money with which to pay the speakers at the teachers' institutes is raised through voluntary contributions of teachers of a dollar, usually contributed every other year.

During the school year 1927-28 the institute committee organized and conducted a series of general and special lectures of unusual value and interest to the teachers and officers of Washington. (See item No. 18 in Section I of this report for list of lecturers.)

### D. COURSE OF STUDY REVISION

The organization of committees of teachers and officers is a fine example of cooperative undertaking in the improvement of courses of study. The advantage of this cooperative procedure lies in the fact that the best professional judgment of the whole school service is brought to bear upon a problem of common interest, and when such a revised course of study is approved for use, those who are to teach it in the classroom as well as those who are to supervise it are thoroughly familiar with its provisions.

The following committees were appointed to consider the courses of study in the subjects indicated and recommend modifications or extensions:

## COMMITTEE ON ARITHMETIC

Position	Name	School
Chairman	Dr. E. G. Kimball, supervising principal	Division III.
Subchairmen	Miss May C. Breen, second-grade practice teacher.	Wilson Normal School.
	Mrs. Geneva J. Hecox, primary instruction department	
	Mrs. Myrtle K. Werner, sixth-grade teacher.	Wallach School.
Kindergarten	Miss Marie O. Graff	Webb School.
	Miss Janice A. Browne	Ambush School.
Grade I	Mrs. Martha A. Winston	Garrison School.
	Miss Harriett D. Eldridge	H. D. Cooke School.
Grade II	Miss Mary E. Rose	Russell School.
	Miss Viola H. Robinson	Garrison School.
	Miss Loretta Hannan	Polk School.
Grade III	Miss Annie G. Getty	H. D. Cooke School.
	Mrs. Ann J. Houston	Banneker School.
	Mrs. Margaret B. Duffley	Petworth School.
Grade IV	Mrs. Mary L. McCausland	Bryan School.
	Miss Ruth O. Davis	Giddings School.
Grade V	Mrs. Carol J. Schaeffer	Raymond School.
	Mrs. Angella B. Bishop	Stevens School.
	Miss Rose M. Carroll	Hubbard School.
Grade VI	Miss Elsie E. Michaelson	Thomson School.
	Mr. Samuel D. Matthews	Giddings School.
	Mrs. Grace R. Freedman	Monroe School.
	Mrs. Myrtle K. Werner	Wallach School.

## COMMITTEE ON ENGLISH

Chairman	Mr. Selden M. Ely, supervising principal	Division V
Secretary	Miss Adelaide Davis, supervising principal	Division VI.
Advisory committee	Miss Mary E. Given, principal	Brown School
	Miss Mary L. Washington, principal	Mott School.
Kindergarten	Miss A. Grace Alden	Buchanan School.
	Mrs. Mabel T. Andrews	Mott School.
Grade I	Miss Frances R. Finnie	Denning School.
	Miss Ruth E. Barnes	Peabody School.
	Miss Eliza P. Shippen	Miner Normal Practice School.
Grade II	Mrs. Janie F. Halder	West School.
	Miss Ruby E. Duffey	Banneker-Jones School.
Grade III	Mrs. Natalie F. Burnhart	Emery School.
	Miss Portia M. Ferguson	Lovejoy School.
	Miss Norma J. Kale	Curtis School.
	Miss Lillian A. Shewmaker	Wilson Normal Practice School.
Grade IV	Mrs. Blanche M. Lewis	Carbery School.
	Miss Eva M. McCubbin	Brown School.
Grade V	Miss Edith A. Matthews	Twining School.
	Miss Ruth E. Dick	Carbery School.
	Miss Ruth E. Little	Fillmore School.
Grade VI	Miss Louise S. Gardner	Birney School.
	Miss Laura G. Arnold	Harrison School.
	Mrs. Louise B. Francis	Henry School.
	Miss Hope Lyons	Garrison School.

## COMMITTEE ON GEOGRAPHY

Chairman	Miss Janet McWilliam, supervising principal	Divisions II, IV, and VIII.
Secretary	Miss Agnes F. Garrels, teacher of geography	Wilson Normal School.
Advisory committee	Mrs. Maude F. Wayman, teacher of eighth grade	Burrville School.
	Miss Elizabeth A. Hummer, supervising principal	Division VII.
	Mr. Maude M. Rivers, assistant to director of primary instruction.	
	Mr. James L. Minor	Miner Normal Practice School.
Kindergarten	Miss Catherine Brackett	Burroughs School.
	Mrs. Katherine E. Dean	Payne School.
Grade I	Miss Julia L. Clements	Edmonds School.
	Mrs. Grace S. Kever	Park View School.
Grade II	Mrs. Nettie G. Miller	Petworth School.
	Miss Clemence M. Stinzing	Johnson School.
Grade III	Miss Nellie E. Dyson	Macruder School.
	Miss Marie Turner	Wilson Normal Practice School.
	Miss Ruth M. Hillyard	Seaton-Blake School.
Grade IV	Miss Margaret V. Smith	Wormley School.
	Mrs. Octavia E. Reed	Wesley Heights School.
	Mrs. Ann M. Tyson	Logan School.
	Mrs. Amy S. King	Dent School.
	Miss Anna Murray	Bryan School



# REPORT OF THE BOARD OF EDUCATION

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## COMMITTEE ON GEOGRAPHY—continued

Position	Name	School
Grade V.....	Mrs. Mary L. Steele	Ludlow School.
	Miss Helen V. Harper	Bryan School.
Grade VI.....	Mrs. Ethel G. Murray	Mott School.
	Miss Helen B. Masson	Congress Heights School.
	Miss Marie K. Steinle, assistant to director of visual instruction.	
	Mrs. Obzene M. Walker	Bruce School.
	Miss Audrey V. Hazell	Brent School.
	Mrs. Juanita S. Winn	Thomson School.

## COMMITTEE ON HISTORY

Chairman.....	Mr. Henry W. Draper, supervising principal	Division I
Subchairman.....	Miss Cornella Whitney, teacher of history and geography	Wilson Normal School.
Secretary.....	Dr. Daniel I. Renfro, principal	
Advisory Committee.....	Miss Ida M. Lind, assistant to director of primary instruction	Lovejoy School
	Miss Marguerite E. Thomas, teacher of geography	Miner Normal School.
Kindergarten.....	Mr. Alphonso O. Stafford	Burrville School.
	Miss Harriet I. Zelders	Thomson School
Grade I.....	Miss Annie S. Johnson	Phillips School.
	Miss Katherine E. Bergin	Thomson School
	Miss Alice V. Miller	Orr School.
Grade II.....	Mrs. Virginia S. Peters	Garrison School.
	Mrs. Marion V. Brunner	Brookland School
	Miss Phyllis L. Patterson	Ludlow School
Grade III.....	Miss Mary D. Dodson	Harrison School
	Miss Ruby R. Patterson	Peabody-Hilton School.
	Miss Dorothy M. Lewis	Eaton School
Grade IV.....	Miss Sarah P. Arnold	Harrison School.
	Miss Margaret K. Patterson	Peabody-Hilton School.
	Miss Lila R. Durison	Thomson School
	Mrs. Edna W. Pinkard	Mott School
	Miss Margaret W. Standiford	H. D. Cooke School.
	Miss Elizabeth V. Lindsay	Thomson School
	Miss Dorothy Gilbert	Van Ness School
Grade V.....	Miss Evelyn L. Kemp	Woodridge School
	Miss Lillian Halley	Cranch School
	Miss Mary H. Donahue	Faton School
	Mrs. Elsie A. Browne	Cleveland School
	Miss Elizabeth V. Wadley	Corcoran-Jackson School
	Miss Elsie M. Alwine	Wallach-Towers School.
	Mrs. Bessie L. Van Driegen	Wheatley School
	Miss L. Jean A. Duckett	J. F. Cook School.
Grade VI.....	Mrs. Margaret S. Conway	Woodridge School
	Mrs. May V. Beller	Pierce-Webb School.
	Miss Constance A. Backus	Curtis-Hyde School.
	Miss Elsie E. Green	Grant School
	Miss Dora F. McClure	Fairbrother School.
	Mrs. Harlett O. Dixon	Garrison School.

## COMMITTEE ON READING AND LITERATURE

Chairman.....	Miss Rose Lees Hardy, assistant superintendent in charge of primary instruction.	
Secretary.....	Miss Clara Hickman, assistant to director of primary instruction	
Advisory committee.....	Miss Mary R. Parkman, primary teacher.	Wilson Normal School.
	Mr. Leon L. Perry, supervising principal	Division XII
	Miss Emma F. G. Merritt, supervising principal	Division X-XI.
	Miss Katie C. Lewis, principal	Bruce School.
Kindergarten.....	Miss Grace M. Janney	Thomson School
	Miss Eva A. Thompson	Burney School
Grade I.....	Miss Sibyl Showmaker	F. Kingston School
	Miss Alice V. Kelher	Thomson School
Grade II.....	Mrs. Sara F. Clark	Montgomery School
	Mrs. Maria B. Culbertson	Thomson School.
	Miss Nellie C. Harrington	Reservoir School
	Mrs. Emma H. Roberts	Cleveland School.
Grade III.....	Miss Margaret P. Murray	Bryan School.
	Miss Mayme R. Lewis	Bruce School.
Grade IV.....	Miss Ethel M. Warde	Tenth School
	Miss Ethel L. Carney	Park View School
	Miss Blanche M. Parker	Garrison School
Grade V.....	Miss Sarah F. Clokey	Adams School.
	Mrs. Lorraine H. Pinchback	Garrison School
Grade VI.....	Miss Francis M. Crosswell	Thomson School.
	Miss Rosemary L. McNamara	H. D. Cooke School.
	Mrs. Martha C. Brent	Crummell School.

## PLACING TEACHERS ON COMMITTEES

The placing of teachers on committees with officers for the consideration of common problems is commented on by a supervising principal as follows:

The practice of the superintendent in appointing teachers to serve on committees with officers is beneficial to the teachers. It gives the teacher a broader view of the school system as a whole and also the experience of planning for the work of others rather than for herself alone.

In serving on the committee for the course of study a teacher has had to do much research work not only for subject matter but for methods, aims, and outcomes. The organization of material selected, into a logical outline, coordinating the main topics, subordinating others is in itself fine mental training.

Working with such a group creates not only sympathy but a clearer understanding between the teacher at work and her superior officer.

## E. BOARDS OF EXAMINERS

The law provides for two boards of examiners, one for the examination of persons who desire to teach in the white schools and the other for the examination of persons who desire to teach in the colored schools. By law each board consists of the superintendent of schools as chairman and not less than four nor more than six members of the supervisory or teaching staff. Appointments of such members of the supervisory and teaching staff are annually made by the Board of Education on recommendation of the superintendent of schools.

The law further provides that there shall be a chief examiner for the board of examiners for white schools, who shall devote all of his time to that position, and that an assistant superintendent in the colored schools shall be designated by the superintendent of schools as chief examiner for the board of examiners for the colored schools.

All members of the two boards of examiners serve without additional compensation except the chief examiner for the white schools.

It has been the practice of the superintendent to recommend for appointment teachers and officers representing the elementary, junior high, and senior high schools, based on the comparative amount of work of the board of examiners in these respective divisions of the school system. During the period of the preparation of questions and the making of other arrangements for teachers' examinations the work of the boards of examiners is heavy. The teachers and officers who are appointed to the boards of examiners are called upon to render a very important professional service. They must spend much of their time outside of school hours in doing the work thus imposed upon them.

In order that an assignment of a teacher or an officer to the board of examiners may not become too much of a burden, it has been the general practice to continue an appointment for a period of not more than two years. In 1927-28 the boards of examiners were as follows:

## DIVISIONS I-IX

Mrs. Myrtle K. Werner, teacher of grade 6, Wallach School.

Mrs. Florence N. Cornell, teacher of mathematics, Columbia Junior High School.

Miss Mary R. Parkman, teacher in charge of English and literature, Wilson Normal School.



Mr. Howard P. Safford, principal Macfarland Junior High School.  
Mr. George J. Jones, head of the department of history in junior and senior high schools.

## DIVISIONS X-XIII

Miss Valerie E. Chase, supplementary teacher, Bruce School.  
Miss Sadie I. Daniel, teacher of history, Dunbar High School.  
Mr. Joseph G. Logan, teacher of general science, Shaw Junior High School.  
Mrs. Mary H. Plummer, teacher of English and history, Randall Junior High School.  
Mr. Roscoe I. Vaughn, head of the department of mechanical drawing in junior and senior high schools.

## F. BOARDS OF ADMISSION FOR HIGH SCHOOLS

The enrollment of pupils in high schools coming to Washington from various sections of the country presents an important administrative problem. In order that this work may be attended to preceding the opening of the high schools and may be handled as expeditiously as possible, the superintendent annually appoints two boards of admission, one for the white schools and one for the colored schools.

These boards hold daily sessions for several days preceding the opening of schools and receive and pass on the credentials presented by students from other schools who desire to enter the first or any subsequent year of our senior high-school course. The members of the boards of admission must be familiar with the standing of schools in the several States and must also have detailed knowledge of the courses of study in the several high schools of Washington in order that they may properly evaluate the credentials presented and advise students as to the amount of credit toward graduation that will be allowed in the different high schools of Washington. Applications for placement in the several high schools are received by the boards of admission and forwarded to the respective assistant superintendents for indorsement.

The high schools of the District of Columbia and the parents of pupils who appear before these boards of admission owe the members of the boards a debt of gratitude for several days of burdensome work undertaken by them preceding the opening of schools twice each year.

The boards of admission during the school year 1927-28 were made up of the following persons:

## DIVISIONS I-IX

Mr. William P. Hay, head of the department of biology and chemistry in junior and senior high schools.

Miss Jessie B. Edmonson, teacher of mathematics, Western High School.

Dr. Arcturus L. Howard, head of the department of business practice in junior and senior high schools.

Miss Mabel C. Hawes, head of the department of Latin in junior and senior high schools.

Miss Dorothea F. Sherman, teacher of English, Central High School.

#### DIVISIONS X-XIII

Mr. Clarence O. Lewis, teacher of mathematics, Dunbar High School.

Mr. Cato W. Adams, teacher of mathematics, Armstrong High School.

Mr. Walker L. Savoy, teacher of English and history, Francis Junior High School.

Mr. William F. DeBardeleben, teacher of biology, Miner Normal School.

#### G. BOARD OF APPORTIONMENTS

Some of the appropriations for various activities in the school system are made in lump sums. Hence it becomes necessary not only to distribute these lump sums over the school year in accordance with the provisions of law and the administrative procedure set up by the auditor but also to provide for their distribution among the schools throughout the school system.

The apportionment of these lump-sum appropriations is both a financial and an educational matter. Accordingly, the superintendent has constituted, with the approval of the Board of Education, a board made up of educational and financial officials of the school system.

During the school year 1927-28 the board of apportionments was made up of the same officers who have served the school system in that capacity for a number of years, as follows:

Mr. Stephen E. Kramer, first assistant superintendent, chairman.

Mr. Garnet C. Wilkinson, first assistant superintendent.

Mr. Robert L. Haycock, assistant superintendent.

Maj. Raymond O. Wilmarth, assistant superintendent in charge of business affairs.

Mr. John A. Chamberlain, supervisor of manual training.

Mr. Richmond W. Holt, chief accountant, secretary.

It is the function of this board to consider the comparative needs of the school system and to distribute the money available for the various activities for which it is appropriated in accordance with the respective needs of the schools and divisions of the city. In view of the fact that many of these appropriations are insufficient to meet the increased demands from year to year, the board of apportionments is inevitably engaged in the rather thankless task of trying to make a dollar satisfy more than a dollar need.

#### H. BOARD OF INQUIRY

There are approximately 550 persons who constitute the custodial staff of the school system. It is the function of these engineers, janitors, laborers, coal passers, and others to care for the 168 school buildings in the District of Columbia.



Occasionally a building is not properly cleaned or properly heated. Occasionally a building has to be closed for lack of heat, although it is now believed that that practice has been reduced to a minimum.

In order that such instances may be thoroughly investigated, the facts gathered, and the judgment of responsible officers stated for the proper action of the superintendent of schools, the superintendent, with the approval of the Board of Education, has created a board of inquiry.

The board of inquiry for the school year 1927-28 consisted of the following:

Mr. Stephen E. Kramer, first assistant superintendent, chairman.

Mr. Garnet C. Wilkinson, first assistant superintendent.

Maj. Raymond O. Wilmarth, assistant superintendent in charge of business affairs.

Mr. Thomas J. Jones, janitor, McKinley High School.

Mr. Edward W. Crump, engineer, Miner Normal School.

The three educational officers are selected by the superintendent of schools. The two janitors are elected by the janitors, one from among the janitors of the white schools and the other from among the janitors of the colored schools.

Every complaint about an unsatisfactory condition in a building, the closing of a building for lack of heat, and any other incident that may be caused by dereliction in duty on the part of a janitor is referred by the superintendent of schools to the board of inquiry for investigation and report. That board conducts hearings, takes testimony of witnesses, and makes its report to the superintendent.

Their recommendations may be for dismissal, for a reprimand, for the consideration in the rating of the janitor at the end of the year, or for his complete exoneration.

The superintendent desires to record here his appreciation of the service rendered by these officers who make up the trial board and to note the improvement that has taken place since the inauguration of this plan of dealing with matters dealt with by the board of inquiry.

## I. TEXTBOOK COMMITTEES

Obviously the selection of appropriate textbooks to be used by public-school pupils is an important professional task. In order that teachers who use textbooks may have an appropriate opportunity to express their views regarding books in use and any books that are available for introduction into use, the superintendent has constituted committees on textbooks, made up of teachers and administrative officers.

It is the function of these committees to receive from teachers and officers suggestions of changes in textbooks, to evaluate these suggestions, and to recommend to the superintendent of schools revisions in textbook adoptions growing out of the deliberations of the committees.

The textbook committees are appointed by the superintendent early in each school year, are asked to begin their work at once, and are expected to make a report to the superintendent by February 1.

Following the reports of the textbook committees, the superintendent makes his recommendations to the Board of Education regarding the discontinuance of books in use and the adoption of new books.

The textbook committees for the school year 1927-28 were as follows:

#### ELEMENTARY SCHOOLS

Mr. Henry W. Draper, supervising principal, Division I, chairman.  
 Miss Adelaide Davis, supervising principal, Division VI.  
 Miss Rose Lees Hardy, assistant superintendent, Divisions I-IX.  
 Miss Katie C. Lewis, principal, Bruce School.  
 Miss Florence Lyddane, teacher of grade 8, Hyde School.  
 Mrs. Willa C. Mayer, director of primary instruction, Divisions X-XIII.  
 Miss Emma F. G. Merritt, supervising principal, Divisions X-XI.  
 Mr. Walter B. Patterson, supervisor of special activities, Divisions I-IX.  
 Miss Mildren E. Steele, teacher of grade 3, Thomson School.  
 Miss Mary L. Washington, principal, Mott School.

#### JUNIOR HIGH SCHOOLS

Mr. Charles Hart, principal, Eastern High School, chairman.  
 Mrs. Agnes I. Kinnear, teacher of history and mathematics, Langley Junior High School.  
 Miss Mineola Kirkland, principal, Shaw Junior High School.  
 Miss Lula M. MacIntosh, teacher of English and history, Hine Junior High School.  
 Miss Caroline E. Toner, teacher of English and history, Macfarland Junior High School.

#### SENIOR HIGH AND NORMAL SCHOOLS

Mr. Charles Hart, principal, Eastern High School, chairman.  
 Miss Nancy F. Brown, teacher of English, Dunbar High School.  
 Miss Ethel C. Harris, head of the department of mathematics, Divisions X-XIII.  
 Mrs. Daisy I. Huff, teacher of Spanish, Business High School.  
 Mr. George J. Jones, head of the department of history, Divisions I-X.

### J. COMMITTEES ON HOMOGENEOUS GROUPING OF PUPILS

Each year the superintendent selects an important subject for consideration at the meetings of the year with the complete staff of administrative and supervisory officers. During the school year 1926-27 the subject was Supervision of Instruction. During the school year 1927-28 it was Homogeneous Grouping of Pupils.

Following the discussion at each meeting the superintendent appointed a committee to give further study to the subject of the meeting.

At the close of the past year these committees presented preliminary reports and have been continued during the next school year.

Perhaps no other subject is prompting more general attention and receiving more thoroughgoing consideration than the significance of individual differences among children and the possibility and desirability of better classification of children for instruction purposes. The teachers and officers who make up these several committees are rendering an important service, and the final results of their study will undoubtedly be of material value to the teaching profession of Washington in determining various important problems connected with the attempt to organize children into homogeneous groups.



## COMMENT ON ABILITY GROUPING

A junior high school principal makes the following statement:

We have noted with pleasure the organization by our superintendent this year of several committees looking toward advancement of the work already in progress along the lines of ability grouping, especially with relation to differentiation of courses of study to meet the fastest and slowest ability group needs.

We feel that constructive beginnings have been made by the large group of teachers and officers who have this year constituted a vocational and educational guidance committee. This work, culminating in the splendid contributions of Doctor Allen, of Providence, augurs much for the near future in the improvement of our school guidance work.

The following are the committees on the various subjects indicated:

## 1. FINANCIAL ASPECTS OF HOMOGENEOUS GROUPING

- Miss Elizabeth A. Hummer, supervising principal, Division VII, chairman.  
 Miss Mineola Kirkland, principal, Shaw Junior High School.  
 Dr. Arcturus L. Howard, head of the department of business practice, Divisions I-IX.  
 Mr. John A. Chamberlain, supervisor of manual training, Divisions I-IX.  
 Mr. Allan Davis, principal, Business High School.  
 Mr. Oliver W. McDonald, director of manual training, Divisions X-XIII.  
 Mr. G. David Houston, principal, Armstrong High School.  
 Mr. Clyde C. McDuffie, head of the department of modern languages, Divisions X-XIII.  
 Miss Florence C. Mortimer, principal, Edmonds-Maury School.  
 Mr. Leon L. Perry, supervising principal, Division XII.

## 2. SIZE OF CLASSES

- Mr. Alvin W. Miller, principal, Central High School, chairman.  
 Mr. Howard P. Safford, principal, Macfarland Junior High School.  
 (a) Subcommittee on nation-wide practice:  
 Miss Lou E. Ballenger, principal, Corcoran-Jackson School.  
 Mr. Walter L. Smith, principal, Dunbar High School.  
 (b) Subcommittee on local elementary schools:  
 Mr. John C. Bruce, supervising principal, Division XIII.  
 Miss Mary W. Frank, principal, Petworth School.  
 Mr. Joseph P. Gillem, principal, Cardozo-Bell School.  
 Dr. Ephraim G. Kimball, supervising principal, Division III.  
 Miss Imogene Wormley, director of kindergartens, Divisions X-XIII.  
 (c) Subcommittee on local junior high schools:  
 Mr. William J. Wallis, head of the department of mathematics, Divisions I-IX.  
 Mr. G. Smith Wormley, principal, Randall Junior High School.  
 Mr. Howard P. Safford, principal, Macfarland Junior High School.  
 (d) Subcommittee on local senior high and normal schools:  
 Mr. Alvin W. Miller, principal, Central High School.  
 Miss Otelia Cromwell, head of the department of English and history, Divisions X-XIII.

## 3. TO FORMULATE THE NEXT STEPS IN X-Y-Z GROUPING

- Miss Bertie Backus, principal, Powell Junior High School, chairman.  
 (a) Subcommittee on definition of terms:  
 Mr. Walter L. Smith, principal, Dunbar High School.  
 Miss Mineola Kirkland, principal, Shaw Junior High School.  
 Mr. Charles K. Finckel, principal, Thomson School.  
 Miss Mary L. Washington, principal, Mott School.  
 Prof. René Samson, head of the department of modern languages, Divisions I-IX.

- (b) Subcommittee to determine the factors that shall be considered in grouping:  
 Mr. Harold E. Warner, principal, Hine Junior High School.  
 Mr. Allan Davis, principal, Business High School.  
 Miss Mary E. Graves, principal, Ketcham-Van Buren School.  
 Mr. Leon L. Perry, supervising principal, Division XII.  
 Miss Rose L. Nixon, director of drawing, Divisions X-XIII.
- (c) Subcommittee to determine outcomes:  
 Mr. Walter B. Patterson, supervising principal, Division IX.  
 Mr. Frank C. Daniel, principal, McKinley High School.  
 Dr. Rebecca Stonerod, director of physical training, Divisions I-IX.  
 Mr. Nelson E. Weatherless, head of the department of science, Divisions X-XIII.

#### 4. TECHNICAL CERTIFICATION OF THE COMPLETION OF THE COURSE OF STUDY

Miss Anna D. Halberg, principal, Wilson Normal School, chairman.

- (a) Subcommittee on certification for X-Y-Z groups in the normal and senior high schools:  
 Mr. Charles Hart, principal, Eastern High School.  
 Miss Anna D. Halberg, principal, Wilson Normal School.  
 Mr. James A. Turner, principal, Miner Normal School.
- (b) Subcommittee on certification for X-Y-Z groups in the junior high schools:  
 Miss Bertie Backus, principal, Powell Junior High School.  
 Mr. Ralph W. Strawbridge, principal, Jefferson Junior High School.  
 Mr. Robert N. Mattingly, principal, Francis Junior High School.  
 Miss Sarah E. Simons, head of the department of English, Divisions I-IX.  
 Miss Ethel C. Harris, head of the department of mathematics, Divisions X-XIII.
- (c) Subcommittee on certification for X-Y-Z groups in the elementary schools:  
 Miss Adelaide Davis, supervising principal, Division VI.  
 Mr. Henry W. Draper, supervising principal, Division I.  
 Miss Emma F. G. Merritt, supervising principal, Divisions X-XI.  
 Miss Constance A. D. Luebker, principal, Eaton School.  
 Miss Mary E. Draney, principal, Burroughs School.  
 Miss Mildred E. Gibbs, principal, Stevens School.  
 Miss Emma S. Jacobs, director of domestic science, Divisions I-IX.  
 Mrs. Julia W. Shaw, director of household arts, Divisions X-XIII.

#### 5. TO STUDY GENERAL ASPECTS OF X-Y-Z GROUPING

Miss Jessie LaSalle, assistant superintendent, Divisions I-IX, chairman.  
 Mrs. Imogene Ruediger, teacher of sixth grade, Eaton School.  
 Miss Evelyn R. Thompson, teacher of mathematics, Western High School.

#### SUMMARIZED STATEMENTS OF COOPERATION

The following statements summarize some of the impressions of officers regarding the cooperative procedure which has been established for the handling of the educational problems of the school system:

##### FROM A SUPERVISING PRINCIPAL, DIVISIONS I-IX

I. Cooperative undertakings of officers, principals, and teachers, resulting in greatly improved conditions for teaching as a result of homogeneous grouping.

II. Educational leadership through teachers' meetings with superintendent, assistant superintendents, and supervisors.

III. Work on committees on X, Y, Z grouping, especially that of teachers working out a technique for the different ability groups which I have discussed fully in my part of the supervisors' report.



- IV. Observation of work of superior teachers by those less strong, arranged by supervisors and assistant superintendents.
- V. Personal conferences with teachers regarding their work and ambitions (college courses to pursue).
- VI. Discussion at Saturday morning conferences, especially one leading toward more careful consideration of the question of transfer of pupils from one part of the city to another.
- VII. Slight improvement in living conditions through painting, new shades, new furniture—with hopes for better things next year.
- VIII. Plans for a new five-year building program.
- IX. Attendance upon the National Education Association convention by officers and teachers.
- X. Retirement of incapacitated teachers.

#### FROM A JUNIOR HIGH SCHOOL PRINCIPAL, DIVISIONS X-XIII

1. Principals of junior and senior high schools, meeting with First Assistant Superintendent Wilkinson, discussed the duties and decided upon the desirable activities of principals and heads of departments for the year.
2. A committee of junior high school principals, with the head and acting head of the department of business training, worked out a plan for revision of the course of study and change of time allotment in clerical practice. Another committee considered similar changes for foreign languages in the junior high school.
3. Teachers participated with the heads of departments in writing the revised course of study in clerical practice.
4. Teachers and officers compose the textbook committees in our school. Examination of books and recommendations for discontinuances and new adoptions devolve upon these committees.
5. Teachers and officers have been at work this year, in committees named by the superintendent, to study administrative phases of X, Y, Z grouping and formulate reports of their studies.
6. A committee of teachers and officers has been studying questions bearing on social hygiene instruction in our schools. Meetings for teachers and officers and for parent groups have been conducted under the joint auspices of the Board of Education, parent-teacher federations, and the Social Hygiene Society of the District of Columbia.
7. Interschool and intraschool committees have functioned in the study of plans for character education.
8. Citizens, school officials, and the Board of Education have met to consider the educational needs of the several communities.
9. Visual education and health objectives have been the subject of study by junior high school principals.
10. Committees of teachers and officers have worked out articulation of junior and senior high-school courses and unification of seventh and eighth grade elementary-school and junior high school courses.
11. During the school year 1925-26 the administrative and supervisory officers devoted their monthly meetings to a consideration of the general subject of supervision.
12. University extension courses of graduate school grade have been maintained for Washington teachers, with professors from Columbia University.
13. Relations have been established with Howard University, whereby seniors of Teachers' College are given the opportunity for observation and limited participation in junior high school classes.
14. Officers of the system contribute to the training of the student teachers by lectures to the classes in education.
15. Professors from Howard University and officials and teachers in our own school have participated as speakers or hearers in annual series of professional faculty meetings.

As an evidence of cooperation with the Public Library a junior high school principal submits the following statement:

I am also inclosing copies of reading lists developed at the Langley Junior High School this year with the assistance and cooperation of the children's department of the Public Library. This shows the cooperation of District agencies, as well as what I believe to be an important emphasis in secondary education—namely, its training for avocational and leisure-time activities.

## SECTION V.—PROGRESS IN THE 5-YEAR SCHOOL BUILDING PROGRAM

The following pages indicate the progress that has been made to date (September 30, 1928) in carrying out the provisions of the 5-year school-building program act approved February 26, 1925.

The information includes (1) building items appropriated for through June 30, 1929; (2) land items purchased through September 30, 1928; and (3) building and land items authorized in the 5-year school-building program act but not yet appropriated for.

## 1. ELEMENTARY SCHOOLS

The building needs in the elementary schools are to be met through the construction of elementary school buildings and junior high school buildings. Accordingly the following tabulation includes the capacity of each junior high school for pupils of grades 7 and 8. (The additional capacity of each junior high school for pupils of grade 9 is included under high schools.)

## FIRST DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—

Second deficiency, 1925—Oyster	Classrooms	8
Appropriation act, 1928—Potomac Heights		4
Appropriation act, 1929—Grant Road		8
		<hr/> 20

Junior high schools—

Appropriation act, 1927 } Gordon		12
Appropriation act, 1928 }		

Total		<hr/> 32
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Land items purchased through September 30, 1928:

Elementary schools—

Grant Road site.  
Potomac Heights site.  
Eaton playground.  
Jackson playground.  
Brown site and playground.

Junior high school—Gordon site.

Building and land items not yet appropriated for:

Elementary schools—

Janney	8
Eaton gymnasium-assembly.	
Addison playground.	
Connecticut Avenue and Upton Street site.	
Foxhall Road and Calvert Street site.	
Wesley Heights site.	

Junior high schools—

Reno site.	
Reno	12

Total	<hr/> 20
-------	----------

## SECOND DIVISION

Building items appropriated for through June 30, 1929: None.

Land items purchased through Sept. 30, 1928:

Elementary schools—Morgan playground.

Junior high schools—None.



Building and land items not yet appropriated for: None.

NOTE.—No classrooms were authorized for this division. Relief is to be provided by construction in adjoining divisions. One land item has been purchased; hence authorized program for the division is complete.

## THIRD DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—

	Classrooms
Second deficiency, 1925—Brightwood	
Appropriation act, 1926—	16
Barnard	
Truesdell	8
Whittier	8
Appropriation act, 1927—	8
West gymnasium-assembly.	
Petworth gymnasium-assembly.	
Appropriation act, 1928—Barnard	
Appropriation act, 1929—	8
Fourteenth and Upshur	
Raymond	8
Takoma gymnasium-assembly.	8

Junior high schools—

Appropriation act, 1926—Macfarland	64
Appropriation act, 1928—Paul (plans).	6
Appropriation act, 1929—Paul	12
Total	18

82

Land items purchased through Sept. 30, 1928:

Elementary schools—

Truesdell site.  
Brightwood site.  
Fourteenth and Upshur site.  
Sixteenth and Webster site.  
Alaska Avenue and Holly Street site.

Junior high school—Paul site.

Building and land items not yet appropriated for:

Elementary schools—

Truesdell	4
Keene	4
Hubbard playground.	
Johnson playground.	
Petworth playground.	
Alaska Avenue and Holly Street	8
Bancroft	8

Junior high schools—None.

Total	24
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## FOURTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—

Appropriation act, 1928—Adams plans.	
Appropriation act, 1929—Adams	24

Junior high schools—None.

Land items purchased through Sept. 30, 1928:

Elementary schools—Adams site.

Junior high schools—None.

Building and land items not yet appropriated for:

Elementary schools—

Abbot site.	
Abbot	16

Junior high schools—None.

## FIFTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—

Appropriation act, 1927—

Burroughs

Woodridge

Appropriation act, 1928—Langdon

COSTS

8

8

16

32

Junior high schools—

Appropriation act, 1927 } Langley

Appropriation act, 1928 }

0

Total

41

Land items purchased through Sept. 30, 1928:

Elementary schools—

Woodridge site.

Langdon site.

Eckington playground.

Rhode Island Avenue and Twelfth Street site.

Junior high schools: Brooklyn Woodridge site.

Building and land items not yet appropriated for:

Elementary schools—

Brookland playground.

Michigan Avenue site.

Junior high schools: Brookland-Woodridge

12

## SIXTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—Appropriation act, 1928—Wheatley gymnasium-assembly.

Junior high schools—Appropriation act, 1926—Stuart

12

Land items purchased through Sept. 30, 1928:

Elementary schools—

Wheatley playground.

Peabody playground.

Junior high schools (none).

Building and land items not yet appropriated for:

Elementary schools—

Kenilworth

Benning playground.

Ludlow playground.

Carbery playground.

Junior high schools—

Vicinity of Kingsman site.

Vicinity of Kingsman

12

Total

16

## SEVENTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—Appropriation act, 1928—Bryan

Junior high schools—Appropriation act, 1927—Hine

6

7

Total

13

Land items purchased through Sept. 30, 1928:

Elementary schools—Keitcham-Van Buren playground.

Junior high schools—None.



## Building and land items not yet appropriated for:

## Elementary schools—

Buchanan

Lenox site.

Lenox

Cranch playground.

Junior high schools—None.

Total

Classrooms

4

4

8

## EIGHTH DIVISION

## Building items appropriated for through June 30, 1929:

## Elementary schools—

Appropriation act, 1927—Amidon

Appropriation act, 1929—Appropriation for Amidon transferred to S. J. Bowen.

Junior high schools—None.

Land items purchased through Sept. 30, 1928: None.

## Building and land items not yet appropriated for:

## Elementary schools—

Fairbrother site.

Fairbrother

Toner playground.

Junior high schools—

Jefferson site.

Jefferson

Total

4

12

12

24

## TENTH DIVISION

## Building items appropriated for through June 30, 1929:

## Elementary schools—

Appropriation act, 1926—Bruce

Appropriation act, 1928—Wilson plans.

Appropriation act, 1929—Wilson

8

8

16

Junior high schools—

Appropriation act, 1926 } Francis

Appropriation act, 1927 } Francis

Appropriation act, 1929—Francis

12

6

18

Total

34

## Land items purchased through Sept. 30, 1928:

## Elementary schools—

Bruce site.

Wormley playground.

Montgomery playground.

Junior high schools (none).

## Building and land items not yet appropriated for:

## Elementary schools—

Wilson site.

Military Road

Phillips

Reno

Garrison site.

Garrison

Stevens playground.

Sumner-Magruder playground.

Junior high schools (none).

Total

4

8

4

8

24

## ELEVENTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—

Appropriation act, 1927—Smothers

Appropriation act, 1929—Burrville

Classrooms

4

Junior high schools—

Appropriation act, 1927 } Garnet-Patterson

Appropriation act, 1928 }

12

12

Total

24

Land items purchased through Sept. 30, 1928:

Elementary schools (none).

Junior high schools—Garnet-Patterson site.

Building and land items not yet appropriated for:

Elementary schools—

Smothers site.

Deanwood

Crummell

Slater-Langston playground.

Deanwood site and playground.

Junior high schools—None.

Total

14

## TWELFTH DIVISION

Building items appropriated for through June 30, 1929: None.

Land items purchased through Sept. 30, 1928:

Elementary schools—Health-school site.

Junior high schools—None.

Building and land items not yet appropriated for:

Elementary schools—

Banneker playground.

Douglass-Simmons playground.

Douglass-Simmons gymnasium-assembly.

Jones playground.

Health school

Junior high schools—None.

8

## THIRTEENTH DIVISION

Building items appropriated for through June 30, 1929:

Elementary schools—

Second deficiency, 1925—Bell

Appropriation act 1929—Old Bell-Cardozo

8

8

Junior high schools—Second deficiency, 1925—Randall

10

3

Total

19

Land items purchased through Sept. 30, 1928:

Elementary schools—Old Bell-Cardozo site.

Junior high schools—None.

Building and land items not yet appropriated for:

Elementary schools—

Giddings-Lincoln site.

Giddings-Lincoln

Birney site.

Lovejoy gymnasium-assembly.

Lovejoy site.

Lovejoy

Payne playground.

Syphax

16

8

4

Junior high schools—None.

Total

28



## 2. VOCATIONAL SCHOOLS

The 5-year school building program act authorizes the construction of an 8-room addition to one of the vocational schools. As indicated below, this appropriation has already been made.

Building items appropriated for through June 30, 1929: Appropriation act, 1928: M. M. Washington	Classrooms
Land items purchased through September 30, 1928: M. M. Washington site.	8
Building and land items not yet appropriated for—None.	

## 3. HIGH SCHOOLS

The need for additional accommodations for high-school pupils is met in the 5-year school building program act by provision for the construction of junior high schools and additional high-school accommodations. Accordingly, the estimated capacity of each junior high school for pupils of grade 9 is included in the following tabulation.

The 5-year school-building program act authorizes the construction of accommodations for 5,820 high-school pupils. Appropriations have been made through June 30, 1929, for 3,420 high-school pupils, leaving a balance of 2,400 pupils yet to be provided for. The following table summarizes by divisions the classrooms authorized in the 5-year building program, the classrooms appropriated for through June 30, 1929, and the classrooms not yet appropriated for.

Building items appropriated for through June 30, 1929:

Junior high schools—

	Pupils
Second deficiency, 1925—Randall	
Appropriation act, 1926—Macfarland	75
Appropriation act, 1926—Stuart	100
Appropriation act, 1926 } Francis	225
Appropriation act, 1927 } Francis	225
Appropriation act, 1927—Hine	
Appropriation act, 1927 } Gordon	70
Appropriation act, 1928 } Gordon	225
Appropriation act, 1927 } Garnet-Patterson	
Appropriation act, 1928 } Garnet-Patterson	225
Appropriation act, 1927 } Langley	
Appropriation act, 1928 } Langley	150
Appropriation act, 1928—Paul plans.	
Appropriation act, 1929—Paul	225
Appropriation act, 1929—Francis	100
	<hr/> 1, 620

Senior high schools—

Second deficiency, 1925	} McKinley	1, 800
Appropriation act, 1926		
Appropriation act, 1927		
Appropriation act, 1928		
Appropriation act, 1929		

Total	<hr/> <hr/> 3, 420
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Land items purchased through Sept. 30, 1928:

Senior high schools—Dunbar, land for athletic field.

Building and land items not yet appropriated for:

Junior high schools—

Reno

Brookland-Woodridge

Vicinity of Kingsman

Jefferson

Senior high schools—

Business

Armstrong site,

Dunbar, grading athletic field.

Western, grading athletic field.

Total

Pupils  
225  
225  
225  
225  
900

1,500

2,400

The 5-year school-building program set forth in the resolution of November 1925 for 5,500 high-school pupils. Appropriations have been made through June 30, 1928, for 3,450 high-school pupils, leaving a balance of 2,050 pupils yet to be provided for. The following table summarizes by division the classrooms authorized in the 5-year building program, the classrooms appropriated for through June 30, 1928, and the classrooms not yet appropriated for.

Pupils	
75	Second deficiency, 1925—Hendall
100	Appropriation act, 1926—Hendall
225	Appropriation act, 1927—Stewart
225	Appropriation act, 1927—Farrington
70	Appropriation act, 1927—Hill
225	Appropriation act, 1927—Gordon
225	Appropriation act, 1927—Garrett-Patterson
150	Appropriation act, 1927—Langley
225	Appropriation act, 1928—Farrington
100	Appropriation act, 1928—Faul
1,020	Appropriation act, 1928—Vigoda

	Senior high schools—
1,000	Second deficiency, 1925
	Appropriation act, 1926
	Appropriation act, 1927
	Appropriation act, 1928
	Appropriation act, 1929
2,400	Total







